

The Historical Outlook

A JOURNAL FOR

READERS AND TEACHERS OF HISTORY AND THE SOCIAL STUDIES

Continuing The History Teacher's Magazine

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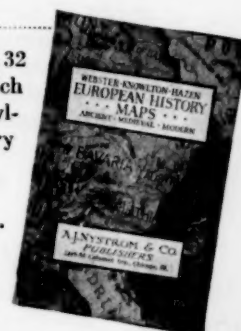
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Facts and Fallacies Concerning the College Teaching of History

BY PROFESSOR SIDNEY R. PACKARD, SMITH COLLEGE.

My students terrify me. Every teacher is from time to time dismayed by the abysmal ignorance of that particular portion of the community with which he labors; upon occasion this dismay approximates terror. He fears for the future of the class, collectively and individually; he fears on its behalf (the class has the nonchalance of irrepressible youth) the impending dangers of the immediate reckoning; at times he fears for his own sanity. These fears I share with all teachers. Each class, by the immutable laws of mathematics, must have its lowest third. The poor in mind we have with us always, and it is among them that the teacher does much of his most fruitful work. These fears are not the ones to which I refer.

Even my best students terrify me. The precocious student is a familiar phenomenon. Every class has at least one. His uncanny ability to produce the exact phraseology of the textbook and his showy omniscience of all fact, relevant or otherwise, combined with a rare persistency of speech, have made him a thorn in the flesh of many an inspired pedagogue. His artful questions, designed to penetrate the instructor's intellectual armor at points of apparent weakness, have kept the young teacher at his books far into the night, and have given the more experienced additional training in that most supreme of all pedagogical virtues, patience. But this student, fortunately, does not bulk large in the problems of his teachers. His far more interesting classmate, destined by innate ability to leadership in the classroom as elsewhere, constitutes the real difficulty. He starts with such an advantage, his capacity for progress is so much greater; one wonders whether the classroom can be adapted to his needs while still serving the wider group. But it is precisely in this problem that the teacher takes his greatest delight. He does not look upon it as a burden.

The plain fact is, that my students, good, bad, or indifferent, terrify me by the purposes which actuate their best energies, and by the satisfaction which their attainments seem to yield them. It is probably relevant at this point to state that I am chiefly concerned with the teaching of history. Not that the student changes his spots in the presence of Clio. Far from it. Yet the study of history seems to reveal the inner purposes of the student rather more clearly than is the case with many other subjects.

Most subjects in the ordinary college curriculum

differ from history in the training which they have to offer in two important respects. In the first place they progress in difficulty rather obviously. One does not attack the calculus until one has mastered many a preliminary mathematical concept. Organic chemistry is not usually attempted by a person unfamiliar with the fundamental elements of the inorganic world and their mutual reactions. The student of a language, ancient or modern, proceeds from grammar to easy prose, thence to the literature itself and the culture which it discloses. In each case the mere presence of the student in the more advanced courses which the department offers constitutes irrefragable evidence of preliminary training and attainment.

Secondly, the majority of these subjects, in addition to the real training which they afford, offer secondary objectives. While the mere study of the calculus may prove the existence of mathematical habits of thought, more elementary courses may content themselves or their students with increased rapidity of arithmetical computation, the use of logarithms, what-not. If the student of the classical languages does not attain the ability to read Homer or Virgil as literature in the original (how many American students have ever read any classical author without conscious thought of inflexions and conjugations?), at the least he may acquire a certain facility in Greek or Latin grammar. He may even manage a prose style which will not conflict too flagrantly with any of the numbered paragraphs of an approved Latin grammar, although it may be somewhat doubtful whether Cicero could have read a specimen of it without being acutely conscious of the intervening centuries. In the modern languages, even though one fails utterly to comprehend the manner and content of French life and culture, one may comfort oneself with a jargon of sounds which will produce a satisfactory reaction from a long-suffering Parisian taxi-driver, trained by long experience to understand all languages, even his own under all disguises. The sciences offer a certain training in laboratory manipulation which is a solace to the student who has not acquired the habit of scientific thought. A familiarity with phenomena of daily occurrence, together with handy explanations of the rule-of-thumb variety, is the reward of the dullest student of chemistry or physics. Attainment in these secondary matters may possess undoubted usefulness. The students of our present age are only too appreciative of this element of utility.

History is a factful subject. Colleagues in the English department have confessed to me their envy of a factful subject, and it may be that this is an advantage, comparatively speaking. But history possesses none of the progressive difficulty which makes mathematics primarily a training for the mind. We may make a senior course in history more difficult than those which precede it, but the difficulty is of our own manufacture and not inherent in the subject matter. The history of the nineteenth century is not more difficult of comprehension than the history of the middle ages. My own conviction is that the opposite is true. Yet we start our freshmen with the fall of Rome and allow our seniors to devote themselves to Europe since 1815. Seminary courses, so popular in many of our institutions, differ from the others in having narrower fields of work. They often require the knowledge of one or more foreign languages. They deal with source material. But the facts involved are all of the same general nature, and the student becomes acquainted with a large number of them through intensive study. The average student will often find such a course actually less difficult than the survey course required of all students in many colleges, and usually taken in freshman year. The latter, with its heterogeneous mass of facts, its chronological complexity, and its rapid pace, is never easy; it is frequently considered enormously difficult.

Progressive training is certainly offered by the department of history in every college, but it is rather inherent in prolonged application to the subject than in the schematic arrangement of courses. There are few prerequisites for any course in history, and none for most of them. On the other hand, every course in history offers limitless training in the application of human reason to the varied factors of a vital problem. But the processes of thought cannot be verified with the frequency or accuracy to which the chemist or the physicist is accustomed. We cannot isolate historical phenomena, we cannot make them recur under conditions of our own choosing, we cannot observe them directly. As a result we can formulate no laws upon which to build. We cannot subdivide the subject successfully. It always faces us in its total complexity. This explains its extraordinary fascination for many people. It also explains the difficulty which the teacher experiences in measuring his success. His students may acquire sound habits of thought in matters historical, but their ability to perform the assigned tasks in an advanced course is no absolute guarantee of it. Other completely adequate tests are lacking.

Furthermore, whereas the study of history involves the understanding of one or more peoples and the every expression of their thought and life, there is no facility with languages, living or dead, inherent in historical study. One may not comfort oneself with this secondary object when one fails to attain the greater aim. There is plenty of opportunity for the evaluation of causes, final or intermediate, and one must needs consider in historical study the more vital problems which have always confronted the human mind, but there is no alluring or comforting by-

product of technical lingo to compensate for heights ungained.

As a result the student, or perhaps his instructor, has fastened upon the one characteristic of historical study which may fairly be compared with the grammar of the languages or with the laboratory manipulation of the sciences. If one can attain nothing else in the study of history, one may at least acquire a large amount of fact. One may know innumerable dates, events, regnal years, the characteristics of periods and princes in the smug one-two-three order of textbook or lecture notes, the causes and results of all wars in the same superlatively handy fashion, and one may possess much other mental furniture of a like nature. Once this process is well started, once the student sees the objective clearly defined, the limitations of his own energy and the shortcomings of his own memory are the only things which can stop him. His attainments are certainly prodigious. A freshman who has surveyed in a single year the history of Europe from the fall of Rome until the day after commencement will have at his tongue's end the names of more people and the provisions of more treaties than his more mature instructor could possibly acquire in twice that period. Not that this is necessarily a danger. One cannot make bricks without straw. The facts of history are the necessary preliminary materials for its study. There can be no doubt of that. Many a self-styled historian has come to grief because his facts were inaccurate or insufficient, or both. But these facts, the very warp and woof of all historical thinking, are as preliminary as they are necessary. In themselves they arrive nowhere. The student who knows all the facts that the textbook discloses (surely enough for anyone) is ready to begin. Too often, alas, he has finished. Worse still, he has attained the results desired. He is satisfied. Crowning blow of all, it is the more eager and the more conscientious student who has acquired facts most assiduously. He is the person who has been most successful upon the examination paper. It is he who has been most satisfied with the results.

I do not wish to imply that there are today no intelligent students, but every thinking man who is now actively engaged in teaching as a member of a college faculty will bear me out in my contention that the great mass of our students learn by rote. They speak and write in the language of the textbook, liberally interspersed with the instructor's catch phrases; they think little or not at all. Absorbed in the mechanism of courses and credits, they become absorbed in the mechanical features of the content of their courses. They have little initiative, too little independence of thought. They do not ask themselves questions. Thoroughly persuaded that all facts were created equal, they resent questions which involve critical judgments and evaluations. They have a stout aversion for all questions for which the book did not furnish handy answers. Products of a great educational machine, they betray their origin and training.

The fault is not with the student. It never is. The blame, all of it, rests upon his instructors. They are the ones who set him his task. They defined its char-

acter. They suggested methods of attack; they confirmed the student in his methods of work. They set the final examinations. It is their report which has deceived themselves and their students. Theirs is the blame.

The study of history, like the study of any collegiate subject (I do not concern myself with the secondary school, although *le bon dieu* knows that it should be the concern of somebody), aims primarily at the training of the mind. Unless the college student leaves his classic halls with a mind which has developed its powers during his residence, he has wasted his time in that institution of pseudo-learning, whatever the character or magnitude of his other achievements. When he leaves college he should have a greater mental capacity than when he entered. There can be no other test of any importance. This test is all-important.

To that training of the mind history will have contributed its share, as well as chemistry, physics, French or German literature, art, and all other legitimate subjects in the college curriculum. Are any of these types of training so essential for the educated man that he cannot afford to miss them? Probably the answer is in the negative for any single subject, since the same kind of training is frequently obtainable in any one of two or three different departments. Are there any facts or groups of facts so fundamental in character that the educated man forfeits that title without them? The fact that few colleges agree in their selection of required courses is a sufficient answer. Even English composition, probably the only subject required by all institutions, is hardly more than the training which every student should have acquired before entrance. But are there no facts which are all-essential for the student of history? I will risk the negative and be more nearly right than my opponent.

The training which history offers has to do with the development of certain powers of the mind. The student of history is given the opportunity to appreciate differences in time and space. He finds that other times and other places have produced civilizations of a different character from his own, some better, some worse. By the observation of development of various kinds in other civilizations he learns to analyze and appreciate development in his own. He gains perspective. He acquires what, for want of a better term, we call "historical-mindedness." He becomes tolerant of ideas as such. He develops his own critical faculties. He recognizes catchwords and phrases, and is not misled by them. He understands the present better for some understanding of its roots in the past. He comprehends the possibilities of the future better for some idea of the enormous difficulties which progressive ideas have always had to face. He learns to know the inherent qualities of the human mind in the mass from continual observation of their expressions through the ages. Religion, politics, art are no longer his religion, his father's politics, and his generation's art. He has broadened his horizon, increased his contacts. He draws upon the experi-

ence of the past for his understanding of the present. If this were not so, there would be no use in the study or in the teaching of history. If I did not believe that a study of history would broaden and enlarge the power of the human mind to grasp the essential problems of the civilization in which we live, I should not spend my life recalling to myself and my students what would then be merely sordid and dreary annals of war and hatred, prejudice and petty spite, small ambitions and overweening pride, hardly relieved by a single incident completely admirable, culminating in the Europe and America of 1924.

That the teaching of history, even properly defined, is not always successful should not be surprising. It is a difficult task at best; the results are to a large extent intangible. The mind develops its powers slowly. The teacher can hardly do more than start a process which should be lifelong. But the teacher may sense certain obstacles which are needless yet powerful. He may feel persistent forces working against him. He knows only too well that he can do little or nothing to remove them by his own unaided efforts. Yet even a voice in the wilderness is something; at the least it gives relief to the speaker.

The textbook in its modern form and with its enormous vogue constitutes one of the greatest handicaps that the teaching profession is ever likely to possess. It has an absurd anxiety to "cover the ground," an anxiety which it has successfully implanted in the minds of a full generation of students. The principle itself has long since moulded the courses offered by our colleges; it is now consecrated as a canon of the profession. We cannot use books other than textbooks in our introductory courses, for then we should be unable to complete the accustomed mileage. Even our junior and senior courses clamor for the textbook. They miss its chronological tables and genealogical diagrams, its black-face type, and its paragraph headings, all those characteristics which point so eloquently to its prime purpose—the acquisition of fact. Based upon the obvious fallacy that there are certain facts which a student must know, the textbook has so increased their amount in its desire to include all economic and social factors of recent vintage that the most voracious student finds it a gigantic task. He has no time to absorb the viewpoint of a Macaulay, the understanding of a Michelet, the method of a Ranke. A sojourn with the great minds of the past which concerned themselves with identical problems can have no part in the program of the modern student. He has no time for their sturdy volumes. The browsing rooms of our modern college libraries, with their alluring comfort and their absolute ban upon textbook and note taking, may save us yet. Not that textbooks are useless or inevitably futile. They have their place, but it is not the place which the intense rivalry of modern publishing houses has assigned them, nor the place which the supine surrender of the teaching profession has allowed them to retain. Our tools have become our masters.

A less obvious but equally fundamental fallacy is

to be found in our own methods of instruction. Whatever may be said about the tendencies of the teaching profession generally or the defects of the modern educational system, the total blame for the deification of fact in present historical teaching rests entirely upon us. We instruct by lectures almost exclusively in our larger universities, mainly for financial reasons; to a large extent in the colleges, often merely to ape our betters. A lecture devoted to a striking personality of historical significance or to a really vital historical tendency running through a long series of historical events has its undoubted usefulness. A lecture which presents in a convincing way a new viewpoint or a really illuminating interpretation of complicated historical factors would stimulate and provoke thought. No one would wish to deprive any student of such opportunities at any time. But they are few and far between. Few men can lecture twice a week to the same audience and always have something to say worth hearing. Clearly the usual lecture deals primarily with fact and the accumulation of fact. The acme of absurdity is the lecturer who dictates or expects his students to "get it all down in their notes." For all such the famed answer of the student who was reprimanded for not taking notes is especially cogent. "Why should I?" he defended himself. "I have my father's." The story may be apocryphal, but it is a classic and well-known in every New England college. The majority of students whom I have known have been obsessed with the idea of incorporating everything in their notes, whether the source was textbook or lecture. To lecture so rapidly that they cannot reproduce every phrase for sheer lack of stenographic ability is the only sure remedy I know—hardly a satisfactory one. Yet some method must be found, for the process of note-taking leaves little time for thought. I have found in my own experience that students who could not answer questions at the beginning of the hour were equally unable to solve them at the end of the hour, despite the fact that the answers had been worked out in class in the interim and carefully embalmed in their notes. The only possible defense for the routine lecture of the usual type is the absence of the same material in any form at all suitable for the student's own reading or the conviction that there is no place for thought in the classroom.

Some of our instruction, of course, is in the classroom, and not in the lecture hall. This instruction proceeds by the discussion method or some of its variations, and is the most difficult part of the teaching profession. To challenge the minds of thirty students sufficiently to obtain an active response, to allow a perfectly free interplay of ideas among these students, to guide the discussion in the light of one's own more mature understanding of the problems involved, yet without forcing conclusions unduly; to stimulate habits of thought which are sound and intelligent, to maintain always the highest possible standards of intellectual honesty for oneself and one's students, this is the supreme test of the teacher's ability. It requires the widest possible historical back-

ground; it demands the greatest possible pedagogical skill; it uses an enormous amount of nervous energy. In most of our institutions this is done or attempted by the youngest members of the staff, the least experienced and the least mature. It is the best possible training for the young teacher; the benefits derived by the students are somewhat uncertain. The plain fact is that we have no time for teaching. Promotion, in most cases, depends upon research. We are human and we must live.

Finally, there is the fallacy of the present day, its own particular fallacy, that the only history worthy of study is the history of Europe or of the United States since 1870. The war has been partially responsible for this, but the theory was well established long before 1914. Any period of the world's history may certainly be utilized as the basis for historical study, the more recent along with the rest. It has the advantage of nearness in time, fullness of known circumstance, convenience in many ways. But we blind ourselves to the fact that the roots of the present are anterior to 1870, anterior even to Napoleon. Nationalism, the outstanding characteristic of Europe today, as the aftermath of Versailles has demonstrated only too clearly, can hardly be understood without the Europe of the middle ages and the early modern period. Only the difficulties which the national ideal encountered in the sixteenth and seventeenth centuries can possibly explain its present strength, its persistence, or its special characteristics. Furthermore, the middle ages and antiquity, further removed from our own times, have more to teach us about the fundamentals of our institutions and the essential qualities of man in the mass than the study of the Europe of the present day. We are avid of information concerning the economic resources and the social conditions of a war-torn Europe, but they are not as significant for us as the terrible momentum of political and economic forces long in the making, now come to their full maturity. The latter may well plunge us all into another war while we are still counting the oil wells in Baku and demonstrating by charts the migrations of industrial populations in Central Europe. Statistics, information, fact, all are valuable, even essential, but without understanding they are as nothing.

There are those to whom facts as such are sacred. Let us leave to them the facts which they so highly prize and, above all, the undue emphasis which they have placed upon their importance. For good measure we ought also to throw in our textbooks. We have our own *métier*. It is the teaching of history, primarily to engender, stimulate, and develop the powers of the minds of individual students, to the end that they may understand the human world in which we live. No fact is foreign to us, and we shall have need of many, but we shall make our own selection. Above all, we shall not stop with facts, be they political, literary or scientific; our main task lies beyond them.

Geography in the Interpretation of History

BY BESSIE L. ASHTON, UNIVERSITY OF ILLINOIS.

The existence of an important relation between geography and history has been recognized for centuries. It was John Smith, of colonial fame, who said in his history of Virginia, written three hundred years ago: "For as geography without history seemeth a carcasce without motion, so history without geography wandereth as a vagrant without certain habitation. He who studies the one without the other will understand neither. Who despises both should live like the mole under the earth." Herder, two centuries ago, said: "Geography is the basis of history, and history is nothing but the geography of times and nations set in motion." By some geography has been compared to a stage upon which the drama of life is enacted; others have called it the key that unlocks the pages of history. It is not a stage, for that implies inertness, and geography is alive and active; and it is not a universal key, but it is true that a mutual relation does exist, and without a doubt the major share of the benefit derived from this kinship is enjoyed by history. Just as geography must search the records of geology to learn the secrets of the past for use in the interpretation of the present, so history must appeal to geography for aid in the solution of its problems.

The first important record of the realization of the relation between geography and history was made by Hippocrates, about 400 B.C., when he called attention to the effect of geographic environment on the character of peoples. Aristotle attempted to explain the superiority of the Greeks by attributing it to their geographic position, and Strabo discussed the relation between topography, climate, and civilization. These are undoubtedly the most important among ancient contributors to the subject. Between these early writers and those of the present day the name of Ritter, to whom is ascribed the beginning of scientific anthropogeography, stands out most prominently. Among modern writers, Miss Ellen C. Semple, who is quite as much an historian as a geographer, is a pioneer in the field of historical geography in America. Her book on "Influences of Geographic Environment," the inspiration and much of the material for which was given her by the renowned German anthropogeographer, Friedrich Ratzel, is rich in historical allusions, while at the same time making evident the operation of geographic principles. "American History and Its Geographic Conditions," by the same author, is even more usable, in that its scope is more limited and the treatment less detailed. It is an invaluable asset to the library of the teacher of geography or American history. The direct style, simple phraseology, and concreteness make it equally suitable for use by high school students.

Co-ordinate with the publications just mentioned are those of Albert Perry Brigham, whose "Geographic Influences in American History," though less complete than Miss Semple's book of similar name,

resembles it in subject matter and simplicity of treatment. It is interesting to note that the two books appeared in the same year. Mr. Brigham's book, like Miss Semple's, fills a real need, and is worthy a place on the shelf in every high school library.

The subject of historical geography is presented ably, but somewhat differently, by James Fairgrieve, an Englishman, in "Geography and World Power." This book deals mostly with the Old World, and shows clearly how the development of groups of people which we call nations has been directed by the various combinations of geographic factors. To use the author's own words, the purpose of the book is "to show how the way in which man has come to be able to use more and more energy has been determined by distributions on the earth's surface."¹ For example, the early civilization of Egypt grew out of the protection offered by the surrounding desert; in Greece it was the contact with the sea which exerted the greatest influence, while in the development of Russia the forest has been the controlling factor.

Another contribution that should be mentioned here, because of the originality shown in the selection and organization of material and in the point of view, is "Human Geography," by Brunhes, a Frenchman. In this carefully prepared volume of more than six hundred pages the phenomena of human activity form the starting point and center of the whole theme. There is little that is theoretical in the book, its purpose being more to present problems for solution than to theorize concerning them. While it is more geographical than historical, it contains numerous allusions to history, the specific examples being chiefly those dealing with the *work* of man. According to the author, history "is coming more and more to rest upon the careful investigation of social and economic facts....It is, in fact, work and the direct consequences of work which form the true connection between geography and history."²

Though it has long been recognized that history must depend upon geography for the interpretation of much of its content, it is surprising how few historians make any considerable use of the available fund of geographical knowledge in their literature. Students of historical geography must peruse many pages of history, as a rule, to discover some essential fact for which they are searching. An exception to the rule is found in the works of Frederick J. Turner, which show a keen appreciation of the importance of geographic factors. Many of the accounts given by early travelers and old settlers are good, and a fruitful source of geographic material in historical literature is found in the State historical society publications.

Geographers do not claim that all historical events are determined by geographic conditions, some are clearly the outcome of social, political, or ethnic

forces, but it is undoubtedly true that the major part of history has been directed to a greater or less degree by factors that are geographical. *Location* is significant both to geography and history, so much so that "the atlas habit" is invaluable to students of either. It is so essential a part of geography that some uninformed people even today believe that it is the sum total of geography. The realization of the importance in history is evident in the frequent use of maps for the purpose of location. But merely to point out a given place on the map is not sufficient, its situation should be analyzed. It may be zonal position, which is the leading factor in determining climate, accessibility to the sea or other navigable waters, or relation to other lands, as the case may be, that is most significant.

Accessibility to *navigable waters* is a factor of far reaching significance. We are brought face to face with the influence of the open sea first in the voyages of the Norsemen who were forced to become mariners by the unattractive and unfruitful homeland, and who received encouragement to do so by the abundant yield of fish from the bordering waters. Enticed farther and farther from home by the island stepping-stones they first ravaged the shores of the British Isles, then later wandered westward until they touched the bleak coast of North America. In the same way Portugal's outlook across the Atlantic determined that she should tread the supposedly dangerous pathway southward along the coast of Africa, cross the equator in the fiery zone, and continue until the southernmost point was rounded on the way to the Indies. Britain's insular position on the main ocean highway at the margin of the most highly developed continent resulted in extensive exploration and colonization by that country and is today responsible for its supremacy on the sea—a position it is likely to maintain indefinitely.

The influence of *inland waters* is less conspicuous, but none the less marked. The rivers of Canada formed the highway by which the French penetrated to the heart of the continent and, by the scattering of population which resulted, contributed to the downfall of the French in America. The importance of the St. Lawrence as a highway is reflected in the linear counties of Quebec which abut upon the river with a width of some nine to twenty miles or so, and extend back for a distance of nearly two hundred miles—a relic of the policy which allowed to each settler frontage on the river, which was the universal highway, and conferred valuable fishing rights, and a share in each kind of land—tidal marshes next the river for hay, alluvial bottom lands above high water mark for field crops and garden, the rolling bluff-bound upland for pasture, and the wooded hills beyond for lumber and cordwood.

Along the Atlantic Coastal Plain the rivers were navigable to the Fall Line and gave to the settlers of tidewater Virginia a ready-made highway by which they could receive their supplies and ship their tobacco directly from their own docks. The isolation of the plantation, partly due to the lack of roads which were made unnecessary by the numerous waterways, built up an aristocracy with the planter as the

"lord of the manor," a situation quite the reverse of that found in New England where rivers were good for little but waterpower, the improvement of roads was a vital question, and democracy prevailed. In interior United States the importance of the rivers was even more marked. It was by river that many of the settlers entered the country, and it was by river that the easiest communication with the outside world could be kept up. The desperate effort made by the inhabitants of the Ohio valley to maintain open navigation on the Mississippi attests the value set upon that waterway by those benefited by it.

Topography is another of the very important geographic influences in history, events both great and small being profoundly affected by it. Mountain barriers, by confining areas of rather limited extent and protecting them from outside aggression, have aided materially in the development of early civilization. It is easy to see how the Appalachian Mountains held the English colonists to the Atlantic seaboard until by strengthening numbers they gained momentum enough to break their bonds and pour through the passes to take possession of the waiting country beyond.

Many times the topographic cause is of a local nature as the sand and gravel terrace which was chosen as the site of Cincinnati and the bluffs at Quebec. These minor features are not easy to recognize by the ordinary physical map, but the topographic maps of the United States Geological Survey show them clearly. A study of the Springfield, Mass., map reveals the city on the alluvial terrace of the Connecticut River, above flood waters and surrounded by the plain which offered ease of tillage and of communication. The frequent use of the suffix "field" in names of towns in similar situations indicates the early settlers' appreciation of their advantages for agriculture in a region elsewhere adverse to that industry.

In military operations topography has played a part equally as important. The tendency of armies to make use of linear valleys is testified by the Champlain Lowland, that oft-traveled route of the French and English during the days of early conflict, and the same can be said of the Shenandoah Valley during the Civil War. Minor features are often of vital consequence in determining the progress of operations and the final outcome of the particular engagement. The importance of the gaps in the Blue Ridge Mountains through which entrance or exit to the Shenandoah Valley is easy, the commanding positions of Cemetery Ridge and Little Round Top on the Gettysburg battlefield, and of Lookout Mountain and Missionary Ridge near Chattanooga, and the difficulties of Grant in his operations before Vicksburg can be read easily from the topographic maps.

An example of the influence of topography in political history is found in the case of Virginia when the rugged non-slave-holding western portion took its stand with the North against the more nearly level slave-holding eastern part. A similar response is seen in Tennessee where politics are said to differ with topography in the three physiographic regions of the State.

Of all geographic factors *climate* is the most significant because of its varied and far reaching consequences. It dictates not only what we shall eat and wear, the type of shelter we shall have, and, to a great extent, our activities, but there seems strong grounds for the belief that it exerts a marked influence on man, physiologically and psychologically. Students of tropical diseases point out that the high heat and humidity found in the rainy tropics cause anemia and aggravate digestive diseases. Evidence goes to show, also, that the people of polar regions are rendered mentally inert by the extreme cold and are subject to pulmonary affections, while the intense light of the arid regions, such as Mexico, results in high nervous and emotional tension, quite the reverse of the stolid, almost pessimistic, attitude of the inhabitants of cloud covered lands like Scotland and Norway. As human energy and efficiency are limited by mental and physical states, it is reasonable to believe that the development of the human race in its various phases of social, industrial, and political activity has been profoundly affected by climatic conditions.

A study of maps showing the geographical location of the highest centers of civilization, past and present, is most illuminating. The first thing to note is the fact that there has been a migration of these centers from the southern margins of the north temperate zone into higher latitudes, probably because milder temperatures were more favorable when peoples were more primitive and less able to cope with rigorous winters. One condition exists, however, throughout the entire area, that is the necessity of regular work because of the alternating productive and non-productive seasons. In Egypt the overflow of the Nile, in Mesopotamia the winter rain, and, in higher latitudes, the warmer summer season mark the time when work, systematically and intelligently applied to the land, brings sufficient reward to tide over the unfavorable season when production is impossible. Such a condition calls for forethought, and, with thought, come invention and progress. In "Civilization and Climate" Ellsworth Huntington shows the close correspondence between the geographical distribution of human energy on the basis of climate and the distribution of civilization. He contends that, the zone of cyclonic storms with its sudden, frequent, and severe changes of temperature keeps humanity on the tiptoe, as it were, physically and mentally, and results in the optimum of human energy and progress.

Changes in the amount of rainfall have registered significant historical events. A decrease may spell disaster, as was the case of Kansas in the eighties when thousands who had been induced to come during the preceding years of heavier rainfall were forced to leave or face starvation during the series of dry years that followed. Population maps for 1880, 1890, and 1900 tell the story. Longer periods of increasing drouth may be responsible for great migrations of people. The progressive desiccation of the Asiatic steppes is said to be responsible for the successive invasions of Mongol hordes into Europe during the thirteenth century.

Familiar examples of a more direct response to climate are found in the history of America where conditions of climate have contributed largely toward determining the status of agriculture and, consequently, the political outlook of the people.

Exploration, settlement, and the development of industry are closely related to the distribution of *mineral resources*. The need of salt held the early settlers near the Atlantic coast and located the trans-Appalachian settlements around the salt "licks," or springs. When the salt springs along the Kanawha, and in Kentucky and central New York were discovered the settlement of the Ohio valley became possible.

Deposits of the precious metals tended to limit the extent of Spanish America, and led to the exploitation rather than the development of the colonies, a policy which eventually brought disastrous consequences. The discovery of gold brought a great rush of people to California, and inaugurated a series of events of incalculable importance. It created a new frontier and added a state to the Union in less than two years. By increasing the world output of gold it increased prices and brought apparent prosperity, speculation, and the panic of 1857 in its wake. It led to steamboats on the Pacific to hasten communication, and gave an impetus to railway development. It started Chinese immigration and stimulated immigration from Europe. It led to development in the adjoining states and helped to sustain the North in the Civil War. Population and prosperity built upon the presence of precious metals alone, however, are likely to be temporary, as the history of Nevada shows, the fluctuations in population from 62,000 in 1880, to 42,335 in 1900, 82,000 in 1910, and 77,000 in 1920 being due, at least in part, to the exhaustion of old mines or to the opening of new ones.

On the other hand, abundant and accessible deposits of coal and iron as the basis of industrial development give the possessor decided superiority over those countries not equally blessed. The industrial supremacy of Great Britain was due to favorable distribution of these resources and the same may be said of the United States. Some have gone so far as to say that the strength of a nation can be measured by the presence and use of iron and energy resources, coal, petroleum, and water-power.

The foregoing pages have given a glimpse of the nature of the relation between geography and history, have recalled some of the literature involving this relation, and have touched upon a few historical events to show how geographic factors aid in their interpretation. To the teacher the chief concern is the practical application of this knowledge in preparing or conducting everyday lessons. How is the teacher to make use of geography in the interpretation of history? Just how much attention shall be given to the geographic phase, what material shall be used, and by what methods are the ends to be accomplished?

In my opinion, there is no universal rule which can

be followed by every teacher at all times and under all circumstances. Each must fit the method to the special condition found. The size of classes, the academic preparation of the pupils, the time given to history and geography, respectively, in the school, the school equipment, and the amount of money available with which to make new purchases are some of the considerations which will help to decide the method most suitable in any particular case.

In the first place the teacher of history must have the requisite knowledge of the fundamentals of geography, for without this some of the most inviting fields of investigation must remain untouched. It would be interesting to know what per cent. of the teachers of history are sufficiently informed on this subject. I think it probable that there are many teachers of history in high schools, at least, who have never had a course in college geography, and perhaps not even a thorough high school course.

The next essential is a firm conviction of the value of geography in the study of history, and enthusiasm enough to stand by that conviction. Given these, a way will be found. In history I believe the problem method with considerable emphasis on the reasons for things is sound. Exercises consisting of questions, and suggestions for map study or map making to be used by the pupil in the preparation of the lesson

are worth while. Much of the pupil's time will be saved by careful assignments. By this I do not mean assignments so detailed that opportunity for individual initiative is eliminated, but clear and purposeful ones. This is especially applicable to the use of the topographic maps already mentioned, for their use would have little value unless studied with a definite end in view. Teachers of American history will find the Physiographic Diagram of the United States by Professor Lobeck, of the University of Wisconsin, very helpful.³

The subject of reference readings introduces a series of questions which this paper must leave unanswered. What literature do you find most valuable? How do you make use of this material? Do you find that pupils having a knowledge of geographic principles show a quicker and clearer grasp of the subject than those who have not? These and questions concerning the type of outline map you use, what you expect these maps to show when completed, how you assign this work, and what proportion of the time you find practical to devote to this phase in your classes in history suggest themselves as profitable subjects for consideration.

¹ P. 9.

² P. 544.

³ Wisconsin Geographic Press, Madison, Wisconsin.

A Plea for More Geography in History Classes

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In teaching European history in the high school, it has been my experience to find the majority of the pupils almost wholly ignorant of the geography of Europe. That "the Baltic Sea lies between Switzerland and England," or that "Gibraltar is somewhere near the North Pole" were typical replies to a brief questionnaire which was submitted to about one hundred of my pupils at the opening of the last quarter. This result is only to be expected in high schools where there is little or no instruction in geography, and, unfortunately, their number is not limited. The remedy where this condition exists, according to Johnson in his book, "The Teaching of History in High Schools," "is to appeal anew to the pupils' own geographic environment, to his experiences in travel, to models, and pictures." But if this appeal is to be made in a haphazard way, it will not accomplish much. No history teacher can fail to see the importance of geography; "the theater of events is an important part of their reality." Would it not be wise, then, for the teacher to deliberately plan his course in such a way as to emphasize those phases of geography which have a direct bearing upon the history he is teaching?

WHAT TO DO IN ORDER TO EMPHASIZE GEOGRAPHY PROPERLY.

This query naturally brings another, what must a teacher do in order to emphasize geography properly?

(1) In the first place, he needs to have a clear understanding of geographic factors and their relation to history before he can be a competent judge of what geography to give his students and what to omit. If he has never studied geography in college, he may find it profitable to take a University Extension course in that phase of geography which has a close connection with his subject. Or if unable to do this, he may find some of the standard textbooks dealing with the influence of geography upon history very suggestive. Some useful books are listed below.¹ Mr. Johnson's very interesting chapter on "Making the Past Real" might be useful also in this connection, as it helps the teacher to understand the students' difficulties. His suggestions regarding the explanation of the Mercator Projection, historical geography, helping the pupils grasp the place relation in maps, etc., might be used as the basis for a class exercise.

(2) Next, the teacher should plan beforehand how and where he will introduce the geography element into his course. In this way he will avoid the danger

¹ Johnson, Henry, "Teaching of History in High Schools," p. 252.

See list in bibliography under "Historical Geography." No teacher in European History should be without the "Geographic News Bulletin," which is published weekly and contains much that is timely and of vital interest. It may be obtained from the National Geographic Society, Washington, D. C., for twenty-five cents a school year.

of haphazard geographic teaching and provide for the necessary geographic drill.

(3) Models and pictures, according to Johnson, are also needed if the teaching is to make the desired appeal to the students. Material of this kind is not hard to find. Baedeker guide books, American Express Company folders, railroad folders, and various magazines and newspapers, such as the "Literary Digest," "National Geographic News Bulletin," "National Geographic Magazine," and "Mentor" contain an abundance of suitable illustrations. This material can be kept in permanent form by having the pupils make scrapbooks; that is, mount the material on heavy card board and bind in loose leaf form so that the sheets can be removed as needed.

THE IMPORTANCE OF MAPS.

The value of map study in correlating history and geography cannot be over emphasized. Most of the planning for more geographical content in history courses must center about map making. For this reason the teacher should exercise the greatest care and discrimination in his choice of maps to be made. When planning the course in history, he will find that a "safe rule to follow is an average of one map for each main division of the field." Detailed directions for map study, similar to those found in Tryon, R. M., "The Teaching of History in Junior and Senior High Schools," page 221, should be given the pupils at the very outset so as to avoid common errors and wasted effort.

HOW TO OBTAIN VARIETY IN MAP MAKING AND THUS SUSTAIN INTEREST.

If a teacher wishes to retain his students' interest in map making, he must remember the old maxim, "that variety is the spice of life." It is the unexpected that adds zest to map study as to any other phase of class work. Therefore, a teacher probably should not adhere to one type of map study entirely, but should plan to use various methods. The following is a list of various types of map study that the writer has found useful:

- (1) *Reproduction of Map from Memory.*—This type need not take more than ten or fifteen minutes of the class time, and may be accomplished by sending pupils to the blackboard or by using McKinley Outline Maps.
- (2) *Blank Wall Map Drill.*—When there are certain geographic facts which the teacher desires to make automatic, as location of particular places, changing political boundaries, etc., this form of map work is very effective. One pupil at the blank wall outline map may be quizzed by certain members of the class, and his place taken by another when he fails; or the pupil at the map may point to places which he desires located and call on various members of the class for answers.
- (3) *Problem Map.*—Have class prepare maps not found in the textbook. Assign a problem and let pupils refer to source books and atlases for its solution.

- (4) *Progressive Map Drawn On the Blackboard by the Teacher.*—In the case of a complicated political map where there are specific changes the teacher wishes to call attention to, this type is particularly good. The teacher has the same advantage in holding the pupils' interest as the "movie" cartoonist. The fact that he is not an artist need not deter him, because the lines to be used may be pencilled beforehand on the blank outline map. This can be made a general review exercise by appropriate questions or used as a means to introduce pupils to new material.
- (5) *Reproduction of Textbook Map on Larger Scale.*—Occasionally a text map is complex and deserves serious study, when it may be reproduced by the students on a larger scale. (Prepared outside of class.)
- (6) *Test Map.*—McKinley Outline Maps may be used to test the students' knowledge of certain particular facts. (Used in class.)
- (7) *Sand Map or One Made of Modelling Clay or Putty.*—This type is useful to show physical feature.
- (8) *Silhouette Map.*—This map is excellent for comparisons. For example, draw the outline of the map of Europe on black paper, cut out the various countries and mount each on heavy white paper, thus get a clear idea of the comparative size of various European countries.
- (9) *Permanent Map for the History Laboratory.*—Many teachers do not have sufficient permanent map equipment. If not, they may utilize the talent for map making which some of their pupils may possess in order to get the desired material. Miss Martin suggests using a curtain shade for the outline map as it has the advantage of being on a roller, and can be mounted on a strip of wood with screw eyes attached like an ordinary map.² Otherwise a very satisfactory wall map may be made from the heavy manilla paper maps of the McKinley Publishing Co.

In order to show how the foregoing map suggestions may be worked out in concrete form, I will, in conclusion, present the plan I adopted in my Modern European History classes this last year. The main divisions of the field of modern history were found to be six, namely:

- (1) Period of Absolutism on the Continent of Europe (1600-1789).
- (2) Revolutionary Era (1789-1848).
- (3) Formation of National States (1848-1871).
- (4) Constitutional Development of France and England (1870-1914).
- (5) Rise of World Problems (1815-1914).
- (6) World War and Its Consequences (1914-1923).

² Martin, Elma G., "The Use of Maps in History Teaching."

Mr. Tryon's rule of one map for each main division of the field was not followed very closely, as some of the divisions seemed to need more than one map. The first map studies were of a general nature and hence could not be included in any of the divisions of the field. Manuals that were helpful in giving suggestions for procedure were Carlton Hayes', "Syllabus of Modern History With Map Studies," and McKinley, "Materials for the Study of the World War."

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Ellis Island, "America's Gateway," a Sociology Project

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A few weeks ago the writer's class in Sociology undertook the study of the Immigration problem. After a few days' work in this field a suggestion was made by Mr. T. O. Moles, the Principal, that the Sociology class might give an assembly program on the Friday preceding Armistice day, emphasizing Americanization work. After some discussion it was decided by the class, mostly pupils of grade 12, that they themselves would write and dramatize an immigration scene at Ellis Island.

The teacher selected three of the most capable members of the class to write the play. They met with the teacher twice. Then the chairman, a senior girl, submitted a draft of the prologue, and the greater part of the action of the skit. This material was too brief, so another of the committee added to the action; while a third member, a boy, suggested an epilogue to emphasize more of the details of the restriction problem, and also the necessity for Americanization work. This he submitted in the form in which it appears in connection with this article.

The next task was to choose the cast of characters. One member of the class, an experienced reader, was designated to present the prologue and the epilogue, while the playwright was given the leading rôle, Olga Nevinsky. Every member of the class was given a part in the performance, and since there were only five boys in the class, several girls had to take the parts of men. To provide families for the immigrants, children of the various nationalities were secured from the grade school buildings by a committee from the class. These children appeared in their native costumes, while each member of the class furnished his or her own costume.

The play was directed mainly by the playwright. One of the boys arranged the stage and had signs made to show the Deportation door, the Special

Inquiry room and the Immigrant Aid Societies, and by means of railings and enclosures an attempt was made to reproduce the scene at Ellis Island. It took about ten days to accomplish this preliminary work, leaving just six school days for rehearsals.

The members of the school board, the parents of the children, the women of the Daughters of the American Revolution, and one representative each from the American Legion and the Lions Club were special guests.

The writer feels that the project was very much worth while, not only on account of the interest manifested by the members of the class, but also because of the educational value of the program to the student body in general.

The lines of the play follow:

PROLOGUE.

Olga Nevinsky, with her parents, lived in the quiet little village of Lutz, in the province of Volhymyn, Russia. Count Nevinsky, her father, was a great land owner. Olga's mother had been an American heiress. She taught her daughter to speak the English language fluently.

Olga's childhood was very happy. When she was nineteen she met Ivan Korski, a young nobleman of Russia. They became engaged, and were to be married when Russia was plunged suddenly into war with Germany. Olga and Ivan decided it was best to postpone their marriage.

Count Nevinsky and Ivan left for the front. Five years of waiting, and then the Armistice was signed. Count Nevinsky never returned. Ivan returned, but only to be driven out. The serfs had started their reign of terror. Olga's home was set on fire. She and her mother were fortunate to escape with their lives.

It was decided that Ivan should go to America, and

then send back money for Olga and her mother to come. Olga and her mother waited a year. Then the money came. But it was too late for one of them—Madame Nevinsky had died of cold and exposure. Thus—Olga was left alone to make the journey to America.

After much trouble in securing a passport, she left her country under an assumed name. April 21, 1922, she embarked for America in search of peace and happiness.

May 1 she arrives at Ellis Island, the gateway to this country. The place where Irish, Italians, Jews, Dutch, Norwegians—all have to take the medical examinations and other tests—necessary before entering this country, where hopes and ambitions are killed, when the immigrant is turned back because he does not have enough money or perhaps cannot pass the medical examinations. Sometimes families are separated because some of the members cannot meet the requirements.

But, then, there are the families who do get into the country. The country which means to them opportunity, freedom, peace, and happiness.

We are going to see Olga at Ellis Island trying to enter this country.

We see the people waiting to take their tests, some waiting in the agency where they shall secure help, and some just standing hopelessly about.

CAST OF CHARACTERS.

Reader of Prologue.

Olga Nevinsky, Russian Girl.

Ivan Korski, Olga's lover.

Questioner.

Doctor.

Nurse.

Agents, Immigrant Aid Societies (2).

Flannigan, old Irishman.

Guard.

Matron.

Illiterate Italian.

Peasant families from Italy, Russia, Sweden, Bohemia, Holland and Germany.

ACT I—SCENE I.

Curtain Rises.

Questioner.—How much money have you?

Flannigan.—Yes, I have money.

Quest. (*impatiently*)—How much?

Flannigan.—Twenty-four dollars.

Quest.—Not enough, you must have twenty-five.

Flannigan.—But I haven't got it.

Quest.—Then you'll have to go back.

Flannigan.—But, Sir, I—I—

(Olga coming from doctors overhears conversation.)

Olga.—Pardon me, but may I give him some money?

Quest.—Why—Yes, if you have enough for yourself.

Olga.—Here, good man. (Gives him the money.)

Flannigan.—Oh! God Bless ye, Miss—You're a good girl, a good girl.

(Exit Flannigan.)

Quest.—Your name?

Olga.—Olga Nevinsky.

Quest.—Port of embarkation?

Olga.—Riga.

Quest.—Your age?

Olga.—24.

Quest.—Nationality?

Olga.—Russian.

Quest.—Can you read and write in some language?

Olga.—I speak Russian and English.

Quest.—Write your name here. (Gives her small card and pencil.)

Quest.—Read the 23d Psalm. (Hands her the Bible.) Olga reads.

Quest.—Married or single?

Olga.—Single.

Quest.—Are you an Anarchist?

Olga.—No.

Quest.—What sum of money do you possess?

Olga.—Fifty-three dollars.

Quest.—What religious views do you have?

Olga.—Orthodox.

Quest.—Do you believe in law and order?

Olga.—Yes.

Quest.—Have you any relatives in America?

Olga.—No.

Quest.—What do you intend to do?

Olga.—Why—I—intend to get married.

Quest.—Then you know someone in this country?

Olga.—Yes.

Quest.—Who?

Olga.—Ivan Korski.

Quest.—Address?

Olga.—Address??

Quest.—Yes, where does he live?

Olga.—I—I—don't know—You see he was going to meet me here.

Quest.—Do you see him?

Olga (*looking about*)—No.

Quest. (*to himself*)—Faking—(louder) Well?

Olga.—But I'm sure he will be here.

Quest.—Well, you may go back and wait awhile.

(Olga returns to group and peasants who are waiting)

Italian Boy passes doctors and nurse, goes to

Questioner.

Quest.—Your name?

Italian Boy.—Phillip Licatisie.

Quest.—From what country?

Italian Boy.—Italia.

Quest.—From what port did you start?

Italian Boy.—Naples.

Quest.—Are you an Anarchist?

Italian Boy.—UH!

Quest.—Do you believe in law and order?

Italian Boy.—Sure.

Quest.—Married or single?

Italian Boy.—Married.

Quest.—Do you believe in Polygamy?

Italian Boy.—Wh—a—a—t??

Quest.—Do you believe in having more than one wife at a time?

Italian Boy.—No, No, No, me gota one boss—. She's a too much.

Quest.—Can you read and write in Italian or American?

Italian Boy.—No, sir, but me worka hard—maybe some day reada.

Quest.—That won't do you any good now—you'll have to go back.

Italian Boy.—Me go back to Italy???

Quest.—Yes, you are not wanted. Move on!

(Guard helps him out, door marked deportation.)

Italian Boy (protesting).—Me biga strong hands, please, Mr. Boss, me nota go back to Italia.

Matron and Italian Women.

Woman.—Yes, Mrs. —, our Olive and Vivien have to go back to —. (She sobs and cries.) Mr. said (pointing to *Quest.*) Quota filled now. No more can come in now.

Matron.—Well, well, too bad, maybe they can come again next year, you are fortunate, listen—(turns to group talking to agent.)

(Exeunt matron and two Italian girls.)

Bohemian Women and Agent

Agent.—What is the trouble here, women?

Woman.—But, Missa, must my child go back—can she never come to America?

Agent.—Your child is a menace to other children, she has the terrible disease trachoma in her eyes, you must take her back.

(Exeunt mother and girl.)

(Small child starts to cry.)

Olga (approaching woman).—May I hold your baby?

Peasant Woman.—Yes—Ma'am.

(*Olga* takes child and is hidden in immigrant group.)

(Enter at left *Ivan*, looks about, but does not see

Olga—approaches guard.)

Ivan.—Have you seen a slender, dark-haired girl?

Guard.—I see every day, many girls like you describe.

Ivan.—But this girl—her name is *Olga Nevinsky*—she—

Guard.—I know no one by that name.

(*Ivan* looks about him once more, becomes discouraged, starts to leave, hears singing, stops to listen.)

Ivan.—It is *Olga* singing a lullaby to the baby, there she is, may I—

Guard.—Yes, yes, go on, Buddy.

Ivan.—*Olga*!

Olga (rising sees Ivan).—*Ivan*! *Ivan*!

Olga (smiling) approaches Quest.—This is *Ivan Korski*.

Quest. (smiling).—All right, you may go.

(Exeunt *Olga* and *Ivan*.)

Curtain.

EPILOGUE.

Through the preceding lines and actions,

We have endeavored to present to you

The strangers at America's Gateway, the on-coming factions,

Destined to build or corrupt America—"To do or not to do"

Their part towards building up this vast and mighty nation.

Many are the problems thus presented—Shall legislation,

Or emotion dominate the situation? Shall America construct

More rigid bars, or allow the visitors at our doors to enter?

Shall the diffusing fires 'neath the Melting Pot be extinguished

And our portals be closed forever to the oppressed of the world?

Shall we cease to be a hope and haven for all the struggling masses?

On the other hand, must we not protect our own citizens?

These are menacing problems, ones that we dare not ignore,

Ones that are loudly threatening—ones that we now must face.

So, be these questions settled as they will, this one thing remains

Our obligations to protect those visitors once they have stepped ashore.

We must take upon ourselves the task of doing this ere we detain

Those jostling crowds of "Human Freightage"—bound whither, who knows?

The conditions that prevail at our entries, you have just witnessed,

The distressing scenes, the consternation and tumult, that exists there.

Through the trend of time, the American policies have changed

And each succeeding generation of American people Have looked less kindly upon the stricken Immigrant, Until today, the entrance at Ellis Island is little less than a dreaded ordeal,

A trial to be feared—to be hated—and condemned.

What becomes of the immigrants once they have gained entrance

To America, and the freedom that she offers?

Think, friends! What are the opportunities presented them?

Their chance to rise above their level is indeed small!

But how can this be remedied? By more rigid legislation,

Or more lax policies toward the strangers within our bounds?

The Slums and Underworlds of our cities will never cease to exist

As long as no methods of distribution of the Immigrants is employed.

After all, who are the real Americans? Most certainly, we are not!

Our forefathers migrated to this land to seek opportunities,

Is not the immigrant merely following in the footsteps of our ancestors?

Elimination of the undesirables by natural selection is our one safeguard.

But must not this be done in a sane and Christian way:

Should families be separated—home ties broken,
dreams shattered?
Then, verily, we say unto you, abandon the present
system of selection.
And have the elimination of the undesirables at the
ports of embarkation.
Certainly we must have laws to protect American
interests
From encroachments by the poverty-stricken unde-
sirables of other nations!
And these laws must be enforced, also America can
never hope
To become the Utopia, that our fathers dreamed.
How can America hope to combat the "Crime Wave"
that has spread
Throughout our nation, when every city in our land
contains
Multitudes of people destitute of American ideals and
standards,

Uneducated to the part they must perform.
Law-breaking and disorder shall prevail so long as
our nation is blind
To the need of educating the foreigners in the ways
of governing.
"Americanization" is the greatest thing being done
today to remedy evils
That prevail wherever the foreign element is con-
spicuous.
And, in summary, let it be stated that there needs be
A reconstruction of our policies, and a survey
towards the foreigner,
A more liberal attitude to those who are privileged to
enter,
And, above all, more human treatment at America's
Gateway—

WE THANK YOU.

(The End.)

Book Reviews

EDITED BY PROFESSOR J. MONTGOMERY GAMBRIEL, TEACHERS COLLEGE, COLUMBIA UNIVERSITY.

A Pictured Encyclopedia

Compton's Pictured Encyclopedia. Guy Stanton Ford, editor-in-chief; Samuel B. Harding, managing editor. 8 vols., 4410 pp. F. E. Compton & Co., Chicago, 1922. \$50.00.

This latest encyclopedic work of reference for children is very exceptional in quality and interest and therefore conspicuous in a class of publications that too often includes the shoddy and unreliable. It is adapted chiefly to children of junior high school age, though most of its material is not beneath the dignity of older readers, and some attractive stories in large type are included for the very small folk. The wealth of excellent illustrations, the effective typography, the numerous clear maps and charts, the generally attractive format, and the interesting style in which most of the articles are written combine to invite the youthful student and reader. The standing of the general and departmental editors and the high level of accuracy in the text must win the approval of older critics.

The arrangement is alphabetical, but very brief entries and cross-references are avoided by devoting a large part of the last volume to a Fact-Index which gives pronunciations, a few lines of information, and page references to the articles that treat the topic in the body of the encyclopedia. The articles are fairly short. For example, "France" is allotted but eleven pages, including maps and pictures, while French language and literature, French Revolution, Franco-Prussian War, geographical and biographical topics, and many others are treated in separate articles. The names of the editors are a sufficient indication that history is prominently and competently treated. There is a rich body of material on history, civics, economics, sociology, geography, industries and applied science, and the

fine arts, well adapted to the needs of pupils in "the social studies."

Perhaps it would be unfair to express a wish that the publishers had somewhat extended the work, let us say by the addition of two volumes. It leaves something to be desired when Gilds are disposed of in less than a page, the Industrial Revolution in half a page (there are numerous articles on inventions and industries of course), Anthropology in half a page; while important works in art and literature are sometimes characterized in a sentence or two. Yet it must be admitted that by comparison with other works intended for the same purpose Compton's will usually not appear to disadvantage. The tone and spirit seem to be generally scientific and fair, even in articles on such subjects as Marx and Socialism, but there is one major and deplorable exception—the World War. The treatment of this subject and of others involving Germany is expressive of the war-time psychology, entirely out of place in a permanent reference work for young readers, even if the attitudes and statements had not in many cases been discredited by the numerous documents that have become available in the post-war period, many of them by 1922 when the encyclopedia was published.

Study Outlines are provided for history, geography, mythology, fine arts, industries and applied science, transportation, civics, and other fields, thus facilitating topical study. Classified lists of the pictures (with page references) accompany these outlines, and brief general lists of books for further reading are also given, no bibliographies being provided in connection with the articles in the body of the work. The "problem-project" method of teaching, with special reference to geography, history, and literature, is explained (20 pp.) for the benefit of teachers desiring to follow that procedure in using the encyclopedia. Biography is a prominent

feature of the work. Attractive general titles and subtitles in large type above the alphabetic entry continually invite miscellaneous reading as well as reference. Most of all the pictures allure: there are thousands of them, in excellent half-tone, a generous proportion of them full-page or in large size; hundreds have received color treatment of some kind, and twenty-eight are in full color process. An example of the latter is a full-page plate showing restorations in color of the Parthenon and Hall of Columns in the Temple of Karnak. Indeed, the pictures alone constitute a visual survey of knowledge, and add incalculably to the value of the text. Actual test shows that the work makes a strong appeal to youthful readers. It belongs in the highest class of reference works of its kind and is sure to be widely used in school and home libraries.

Religion and Morals in Relation to Citizenship

Christianity and Social Science, A Challenge to the Church. By Charles A. Ellwood. The Macmillan Company, New York, 1923. x-220 pp.

Education for Moral Growth. By Henry Neumann. D. Appleton and Company, New York, 1923. 383 pp. \$2.50.

Studies in Mystical Religion. By Rufus A. Jones. The Macmillan Company, Limited, London, 1923. xxxviii, 512 pp.

Spiritual Energies in Daily Life. By Rufus A. Jones, the Macmillan Company, New York, 1922. xx, 179 pp.

All of these books deal with the problem of raising the level of our life above that of the beasts that perish. Whether through ethical guidance, practical Christianity or mystical religion, worth-while people are looking for some stimulus that will lift the youth of our land out of the materialism and opportunism that now seem to oppress us. The study of pragmatic politics or economic determinism or even Well-sian philosophy of history does not provide the solution; and if the social studies are to be limited to these it is doubtful whether they will leave us much the better for having pursued them. Pragmatic politics merely whets the appetite of selfish ambition, telling the aspirant how he may more easily win his way; economic determinism does not soften the eternal struggle over the division of the profits of industry if our only desire is to grasp a larger share of these profits; we may learn how man ascended from the anthropoid brute, but unless the ascent looks toward a life in which man differs from the brute in some other characteristic than a brighter mind, the man is not much more than the brute venerated. We talk of making people better. But dogmatic authority has lost its force; if we argue that the instinct to grasp all that is in reach of wealth and pleasure is wrong, we are asked what we mean by "wrong" and we must answer with something else than abstractions. The teacher of social virtue must provide sanctions for morality or he will not be heard.

Dr. Neumann invites the teacher to consider the moral resources of the school as a means of promoting the wise and hopeful life. He is a teacher in the Ethical Culture School of New York City and the author of several earlier books dealing with avenues to morality and idealism. The present volume is equipped in textbook fashion with such aids as "questions and problems," and references for additional reading; but it is also, for the general reader, a discussion of the problem presented in concrete illustration. One is disposed to quarrel with the author a little because he does not bring his argument somewhat more definitely to a statement that can be carried away and remembered. In his chapters on the ethical uses of freedom, the meaning of equality, the contributions to American ideals of the Puritan, classical culture, and modern science—throughout the volume in fact—there is abundant raw material for the thinker about ethical principles; but one misses the analytical touch that might help the reader to find his way to definite conclusions. The highly trained teacher could doubtless use the book with great satisfaction; but many teachers are not highly trained and need fuller organization of the whole philosophy of the argument than the author seems to give. The reader feels that he has been in contact with a thinker of fine instincts and generous emotions, but he ends the book with a sense of incompleteness.

Professor Ellwood, a sociologist in the University of Missouri and the author of *The Reconstruction of Religion*, a work which has recently attracted widespread attention, offers here a series of lectures which he delivered on the Guilbert L. Stark Foundation at the Yale Divinity School. "At its best, religion is a setting of the affections upon the highest personal and social values which we know, that is, upon what we may call divine things. It is the cultivation of faith, hope, and love in human life. The religious spirit is the spirit of devotion to ideal social and personal ends and of the consecration of individual life to these ends." With this definition the author proceeds to discuss the religious implications of sociological principles. While he mentions the "conflict of religion and science" he makes short shift of it, saying flatly that the religion of the future must be in the closest harmony with all the scientific knowledge we have of man in the present and in the past. True religion, as defined above, and true science cannot but be supplementary. For the teacher, Chapter VII on The Problem of Religious Education is of particular interest. When seven out of ten children are said to be untouched by the moral teachings of the church and when a large proportion of school teachers believe it lies without the sphere of their duty to deal with either religion or morals, even if they are not directly forbidden to do so, a condition exists that may properly cause serious concern.

Professor Jones occupies the chair of philosophy in that Quaker college at Haverford, Pennsylvania,

that has come to be so widely known not only for sound and productive scholarship but also as the alma mater of men who, almost without exception, are conspicuous for substantial and enduring character. His larger work is a series of essays on the great leaders in religious mysticism from the primitive Christians to the XVIII Century. An introductory chapter of twenty-five pages on the Nature and Value of First-Hand Experience in Religion sets forth the author's philosophy and the argument on which the succeeding chapters rest. He defines mysticism as the "type of religion which puts the emphasis on immediate awareness of relation with God, on direct and immediate consciousness of the Divine Presence." Passing from Professor Ellwood's plea for close harmony between science and religion to a consideration of the great mystics, one must avoid the impression that Professor Jones is contradicting him. He quotes President King as follows: "The truly mystical may be summed up as simply a protest in favor of the whole man—the entire personality....Living is more than thinking." The mystic is not unscientific, he gives rein to those spiritual faculties which transcend the fields of scientific speculation as thus far developed. In discussing the great mystics, Professor Jones dwells on the service they have rendered rather than on their accidental peculiarities, and he has sharply distinguished the wholesome and idealistic members of the various schools from the psychopathic persons

who sometimes reflected discredit on them. His essays on St. Francis, Scotus, the Waldenses, even the Seekers and Ranters, furnish to the teacher of social conditions illuminating lessons.

This author's smaller book, *Spiritual Energies*, is a rather popular general discussion of the philosophy which grows out of his larger one—the philosophy of the power of faith and hope and love. Faith, he tells us, is not *believing* something (certainly not believing something contrary to reason); it is a confidence-giving and energizing principle. The youth who has grown up among adverse conditions and become embittered and deformed has failed to develop faith; the teacher who dwells constantly on the ills of society and the supposed misdeeds of men checks the growth of faith. Its lack is certain to result in spiritual disaster.

These three seekers after a trail up from the fogs of opportunist time-serving differ in their argument but agree on the imperative necessity that the trail be blazed, and that soon. The Eocene cave is not so far behind us; printing press, steam, electricity, are after all but implements and do not make differences in men. The measure of human progress does not lie merely in the question of tools used; the faith that guides man is also a measure of his progress.

EDGAR DAWSON.

Hunter College.

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Book Notes

Professor Emory S. Bogardus of the University of Southern California has read and analyzed a great mass of material for his excursion into a new division of sociological research, and the result, *A History of Social Thought*, has the field to itself. "Social thought, as distinguished from individual thought, treats of the welfare of one's associates and of groups," and it must not be confused with sociology as an organized science which "has developed only during the past few decades." Beginning with "Earliest Social Thought" as found in maxims and proverbs, the author proceeds to the social thought of the ancient East, of the Hebrews, Greeks, and Romans, of the early Christians and the middle ages, of More and other Utopians, "Individualistic Social Thought" (Machiavelli, Francis Bacon, Hobbes, Spinoza, Locke, Rousseau, Kant, Hegel, and others to Spencer and W. G. Sumner). So the story proceeds through twenty-seven chapters, including Malthus, Comte, Marx, Buckle, "Spencer and Organic Thought," anthropology and psychology, the rise of educational psychology, and "The Sociology of Modern Christianity." Students of the new history as well as of sociology will be grateful for this learned work, but many will hope for future studies in the same field of a less academic character. The views of scores of philosophers are conveniently summarized and classified, but the scantiest possible reference is made to contemporary social history. Marx and the nineteenth century socialists, for example, are treated entirely in terms of their theories and with no attempt to relate them in a fundamental way to the new social order that produced them, and this is typical of the entire treatment. "Thought" is used to imply the ordered teaching of philosophers. Despite the author's professed aim to aid in "the understanding of current social processes and problems" he never gets to the point of studying the mental processes of captains of industry, labor leaders, and supreme court judges. *A History of Social Thought*, valuable though it certainly is, must be classed with the older history of education or of political theory, rather than with the studies that seek light by trying to find the relation between education or politics and the economic and social conditions of the time. But perhaps Professor Bogardus would reply that we ought not to quarrel with him because he chose to do something else. Agreed, if he will withdraw his claims about explaining current social problems! (University of Southern California Press, Los Angeles, 1922; 510 pp.; \$3.50.)

It is surprising that, with the exception of Professor Sanford's excellent little *Story of Agriculture in the United States* (1916), there is not one general history of American agriculture, despite the importance of the subject, the broadening scope of history study, and the growing number of agricultural high schools and colleges. This situation has prompted Professor E. L. Bogart to publish separately certain chapters from his well-known

Economic History of the United States in a little volume called *Economic History of American Agriculture* (Longmans, Green & Co., New York, 1923; 173 pp.; \$1.25). These chapters are lifted bodily from the 1922 edition of the larger book, the last one being the "Conclusions" of the general work, while the whole is prefaced by the initial chapter on "Land and Resources" contained in the older editions of the *Economic History* but abandoned in that of 1922. Neither in the Preface nor in the bibliographical notes is the existence of Sanford's *Story* mentioned. Professor Bogart's little volume will doubtless have its uses, but for most classes it would be more satisfactory to use his complete *Economic History* rather than the separately bound chapters on agriculture.

A History of Minnesota. By William Watts Folwell. In four volumes. Volume I. Minnesota Historical Society, Minneapolis, 1921. xvii, 533 pp. Impressively supported by critical analysis of original sources, including personal interviews and correspondence with surviving pioneers, Dr. Folwell has here successfully applied a leaf from *Don Quixote* on the duty of historians to be "precise, faithful, and unprejudiced." The present volume covers the period from the earliest French exploration to the threshold of statehood. At the time of publication the author was still on the sunny side of ninety and the remaining volumes were promised at "intervals of about a year." They will have the added authority of a personal experience which, since 1869, has kept Dr. Folwell himself enrolled as one of the builders of Minnesota.—H. J.

Captain David W. Bone, master of a Cunard liner and author of *The Brassbounder* and other stories, now gives us a delightful book of ships in *The Look-outman*. After "Getting Under Way" he tells us in successive chapters about the great ships, mail liners, intermediate and cargo liners, tramp steamers, turret ships and oil tankers, and the rest, thoughtfully supplying a glossary of sea terms for those who need them. There are 21 illustrations, many of them accompanied by silhouettes. To the sailor "a seaworthy vessel is....a decided personality;....a creature to be humored and admired (or perhaps forced and cursed) as her tricks and moods and tempers become revealed to him." Captain Bone makes the reader feel this in his clear and entertaining descriptions of all the principal types of vessels that now sail the seas. It is a good book for the school library. (Harcourt, Brace & Co., New York, 1923; 220 pp.; \$2.50.)

The growing practice of teaching high school classes to conduct proceedings according to the simpler forms in use in official assemblies is doubtless responsible for the appearance of the *Textbook on Parliamentary Law* by Alta B. Hall and Alice F. Sturgis, which is intended to provide material for a systematic study of principles and practice. It is a clear and simple exposition, well arranged and typographically effective. (Macmillan Co., New York, 1923; 263 pp.)

A. H. A. Committee on Teaching History

Resolutions of the American Historical Association on History and the Other Social Studies in the Schools.

WHEREAS, History and the other Social Studies in the Schools are being subjected to searching study and criticism, and because the situation offers a singular opportunity for the exercise of the influence of this Association in the solution of the different problems involved in accordance with its past policies, *Be it resolved—*

1. That this Association endorse the recommendation of its Executive Council favoring the development of a strong constructive policy in the matter of history in the schools.
2. That in the development of this policy, the following subjects be given especial consideration.
 1. The advisability of a comprehensive survey of history and the other social studies in the schools, either by a new investigation or preferably by an extension of the Inquiry now in progress, to include associated administrative problems, the time allotment to history in comparison with that given other subjects, and like questions.
 2. A new statement of the value and contribution of history to education, independent of, and apart from the other social studies.
 3. A statement or brief for the social studies as a whole with a view to obtaining for these subjects consideration commensurate with their importance.
 4. A careful study of the important problem of teacher training which appears at present to be sadly inadequate and in a most chaotic state.
 5. A study of college entrance requirements and of the freshman course in colleges and universities.
 6. The reorganization and enlargement of the committee on History in the Schools so as to provide for a sub-committee of five to deal with the question of Teacher Training and a sub-committee of three to consider Entrance Requirements and the Freshman Course.

Reviewed in Historical Outlook For January

Told in Stories

American History, Book I

H. J. Eckenrode

Price, 90c.

Stories of South America

Historical and Geographical

E. C. Brooks

Price, 80c.

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Richmond, Virginia

The Censorship of Textbooks

Resolutions unanimously adopted by the American Historical Association at its annual meeting in Columbus, Ohio, December 28, 1923:

WHEREAS, There has been in progress for several years an agitation conducted by certain newspapers, patriotic societies, fraternal orders, and others, against a number of school textbooks in history and in favor of official censorship and

WHEREAS, This propaganda has met with sufficient success to bring about not only acute controversy in many cities, but the passage of censorship laws in several states, therefore

Be it Resolved by the American Historical Association, upon the recommendation of its Committee on History Teaching in the Schools and of its Executive Council, That genuine and intelligent patriotism, no less than the requirements of honesty and sound scholarship, demand that textbook writers and teachers should strive to present a truthful picture of past and present, with due regard to the different purposes and possibilities of elementary, secondary, and advanced instruction;—that criticism of history textbooks should, therefore, be based not upon grounds of patriotism, but only upon grounds of faithfulness to fact as determined by specialists or tested by consideration of the evidence;—that the cultivation in pupils of a scientific temper in history and the related social sciences, of a spirit of inquiry and a willingness to face unpleasant facts, are far more important objectives than the teaching of special interpretations of particular events;—and that attempts, however well meant, to foster national arrogance and boastfulness and indiscriminate worship of national "heroes" can only tend to promote a harmful pseudo-patriotism;—and

Be it further Resolved, That in the opinion of this Association the clearly implied charges that many of our leading scholars are engaged in treasonable propaganda and that tens of thousands of American school teachers and officials are so stupid or disloyal as to place treasonable textbooks in the hands of children is inherently and obviously absurd;—and

Be it further Resolved, That the successful continuance of such an agitation must inevitably bring about a serious deterioration both of textbooks and of the teaching of history in our schools, since self-respecting scholars and teachers will not stoop to the methods advocated.

Conference of Iowa History Teachers

The fourth annual conference of Iowa history teachers of the secondary schools was held at Iowa City on February 8-9, 1924, under the auspices of the History Department of the University of Iowa. The emphasis of the first two programs was placed upon the minimum essentials for courses in American and European history in the high school. Classroom Activities and Aids was the theme for a third program, at which the *Chronicles of America* photoplays, "Columbus" and "Jamestown," were shown. At the

dinner session Dr. Bessie L. Pierce discussed "The Attack on History Textbooks." In addition to those members of the University faculty who participated were Professor Carlton J. H. Hayes, of Columbia University, and Miss Frances Morehouse, of the University High School, University of Minnesota. The following program was given:

Friday, February 8.

Morning Session, 9.30 A. M.

AMERICAN HISTORY IN THE HIGH SCHOOL.
Correlation of English and American History in the American History Course.

Professor Harry Grant Plum,
Department of History.

Minimum Essentials in the American History Course.
Associate Professor Louis Pelzer,
Department of History.

Points of Differentiation between the Junior and Senior High School Courses in American History.

Miss Frances M. Morehouse,
University High School, University of Minnesota.

Afternoon Session, 1.30 P. M.

EUROPEAN HISTORY IN THE HIGH SCHOOL.
Unifying Factors in European History.

Mr. Ralph E. Turner,
Department of History.

Minimum Essentials in the Ancient and Medieval Course.
Assistant Professor Walther I. Brandt,
Department of History.

Minimum Essentials in the Modern European History Course.

Professor Carlton J. H. Hayes,
Columbia University.

Evening Session, 8.15 P. M.

The European Situation as an American Historian Sees It.
Professor Hayes.

Saturday, February 9.

CLASSROOM ACTIVITIES AND AIDS

How to Use the Blackboard in History.

Assistant Professor Clara M. Daley,
Department of History.

Fitting the Teaching Method to the Learning Process.
Miss Morehouse.

Chronicles of America Photoplays: "Columbus," "Jamestown."

Introduced by Mr. Irving B. Richman,
Muscatine.

The Textbook List Again

JANUARY 31, 1924.

To the Editor of THE HISTORICAL OUTLOOK.

DEAR SIR:

We should add to the list of widely used textbooks in American History which have received extensive revision recently, James and Sanford's "American History," revised, 1923.

The series of books issued by the American Viewpoint Society also failed to receive mention in our list of textbooks. The titles are as follows:

"We and Our Government," J. W. Jenks and R. D. Smith.

"We and Our Work," J. F. Johnson.

"We and Our History," A. B. Hart.

These are elementary textbooks in Civics, Economics, and American History intended for grades 7 to 9. The amount of reading matter is less than in ordinary textbooks, but the books contain an enormous number of pictures. Schools will find them useful for either textbook or supplementary purposes.

Very truly yours,

R. O. HUGHES.

Notes on Periodical Literature

BY GERTRUDE B. RICHARDS, PH.D.

Students of monastic history will find much of interest in Rose Graham's study of "The Papal Schism of 1378 and the English Province of the Order of Cluny" (*English Historical Review* for October), in which she sets forth the claim that "during the schism the English houses gained an independence which they were afterwards unwilling to renounce."

"The Altopascians were primarily a lay order, but in each house a certain number of the brethren were ordained, presumably first as deacons and then as priests.... As regards discipline, the lay and clerical brethren were on an equality," says Professor Ephraim Emerton in his most interesting contribution to the October number of *The American Historical Review*, entitled "Altopascio—A Forgotten Order."

"Perhaps ninety-five per cent. of the people of the civilized world are against the institution of war. Let this moral sentiment be crystallized into the form of international law, condemning and outlawing war, and the greatest possible improvement in civilization will have been made," urges Salmon Oliver Levinson, Chairman of the American Committee for the Outlawry of War, in the *January Forum*.

In writing on "Spain and the Basques" (*Fortnightly Review* for January), A. Mervyn Davies says: Chief among the elements in the background of the political life of Spain, are the separatist movement in Catalonia and the less known, but similar movement in the Basque Provinces....The issue today is, for the Basques, one of greater moment than a question merely of wounded pride and self-esteem....Their existence as a separate national entity is at stake....That the Basques still maintain a strong virile life is obvious to all who are acquainted with them....First there is the language....Second, they are....conservative....in the retention of their ancient traditions and customs....Third, they have attained a high standard of culture and a notable proficiency in the arts of civilization....The Basques have to endure a hostility....against all they hold dear. Their native language is proscribed in the schools....They are refused a National University....and ...by various means the government at Madrid has been trying to suppress the manifestation of national sentiment."

"India is generally believed to be only a supplier of raw materials for manufacture abroad; our industries....hardly developed enough to make adequate use of our vast agricultural, mineral and animal resources," but "Indian manufactures annually exported abroad are valued at £58,000,000. Indian railways have a larger mileage than those in England....The jute industry is capitalized at £10,000,000 sterling....The number of cotton mills exceeds 270 and capital invested in them is more than....£16,000,000 sterling....Commercial agriculture....employs something like 71,000,000 persons....The tea industry employs nearly 700,000 persons....Labor problems connected with these great industries....are more urgent than many people realize....In spite of low wages....there is at present hardly any discontent about remuneration....They are however, dissatisfied with the method adopted by the Government for recruiting....The depravity and economic subjection of the coal-workers are without a parallel in any other industries in British India and a good deal of their degradation is due to the indifference of the Indian and European industrialists"—so K. C. Ray Chowdhry presents his case, urging an amelioration of the laboring classes in India in his article "India's Working Classes and their Problems" in the *Asiatic Review* for January.



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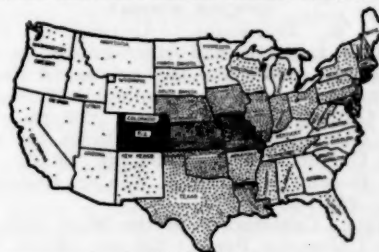
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Books on History and Government Published in the United States from Dec. 29, 1923 to Jan. 26, 1924

LISTED BY CHARLES A. COULOMB, PH.D.

AMERICAN HISTORY

- Beadle, Erastus F. To Nebraska in '37. N. Y.: New York Public Library. 89 pp.
 Bowlus, Ruth J. Log cabin days in Indiana. Indianapolis: Bobbs-Merrill. 233 pp. \$1.00.
 Campbell, William W. Annals of Tryon Co. [N. Y.], or the border warfare of New York during the Revolution. N. Y.: Dodd, Mead. 276 pp. \$5.00.
 Jameson, John F., Editor. Privateering and piracy in the colonial period. Illustrative documents. N. Y.: Macmillan. 645 pp. \$5.00.
 Nida, William L. Following Columbus; a primary history. N. Y.: Macmillan. 292 pp. 96c.
 Osman, Eaton G. The last of a great Indian tribe; a chapter of colonial history. Chicago: Flanagan. 210 pp.
 Putnam, George Haven. Some memories of the Civil War. N. Y.: Putnam. 306 pp. \$2.00.
 Trotman, Nelson. History of the Union Pacific. N. Y.: Ronald. 412 pp. \$5.00.

ANCIENT HISTORY

- Bailey, Cyril, Editor. The legacy of Rome. N. Y.: Oxford. 524 pp. \$3.00.
 Blackman, Aylward M. Luxor and its temples. N. Y.: Macmillan. 211 pp. (3 p. bibl.) \$2.50.
 Capart, Jean. The tomb of Tutankhamen. N. Y.: Stokes. 93 pp. \$1.50.
 Carter, Howard, and Mace, Arthur C. The tomb of Tutankhamen. N. Y.: Doran. 334 pp. \$5.00.
 Engelbach, R. The problem of the obelisks; from a study of the unfinished obelisk at Assouan. N. Y.: Doran. 134 pp. \$4.00.
 Firebaugh, W. C. The ruins of Greece and Rome, and a history of hospitality from the dawn of time to the Middle Ages. Chicago: Frank M. Morris, Marshall Field Bldg. 271 pp. \$6.00.
 Giles, Herbert Allen, Translator. The travels of Fa-hsien (399-414 A. D.), or record of the Buddhistic Kingdom. N. Y.: Macmillan. 122 pp. \$1.60.
 Hammerton, John A., Editor. Wonders of the past. Vol. II. N. Y.: Putnam. \$5.00.
 Kummer, Frederic A. The first days of knowledge [for young readers]. N. Y.: Doran. 314 pp. \$2.00.
 Norton, Frederick O. The rise of Christianity. Chicago: University of Chicago Press. 295 pp. \$2.00.
 Reisner, George H., and others. Harvard excavations at Samaria, 1908-1910, 2 vols. Cambridge, Mass.: Harvard University Press. 442 pp. \$40.00.

ENGLISH HISTORY

- Bickley, W. B., Translator. Abstract of the bailiff's account of monastic and other estates in the county of Warwick; under the supervision of the Court of Augmentation for the year ending at Michaelmas, 1547. N. Y.: Oxford University Press. 202 pp. \$11.70.
 Foster, W. The English factories in India, 1661-64. N. Y.: Oxford University Press. 434 pp. \$6.00.
 Mackenzie, Donald A., Ancient Man in Britain. N. Y.: Stokes. 257 pp. \$4.50.
 Wrong, Hume. Government of the West Indies. N. Y.: Oxford University Press. 190 pp. \$3.50.

EUROPEAN HISTORY

- Bartholomew, John G. A literary and historical atlas of Europe [new edition]. N. Y.: Dutton. 268 pp. \$1.00.
 Kessler, Count Harry. Germany and Europe. New Haven: Yale University Press. 156 pp. \$2.00.
 Winter, Nevin O. The new Poland. Boston: Page. 383 pp. (bibl.)

THE WORLD WAR AND RECONSTRUCTION

- Asquith, Herbert Henry. The Genesis of the War. N. Y.: Doran. 405 pp. \$6.00.
 Coar, John Firman. The old and the new Germany.

N. Y.: Knopf. 288 pp. \$2.50.

Lucas, Sir Charles, Editor. The empire at War, in 5 vols. Vol. II. N. Y.: Oxford University Press. 518 pp. \$8.35.

MEDIEVAL HISTORY

Bury, John B. The Cambridge Medieval history. Vol. IV. The eastern Roman Empire (717-1453). N. Y.: Macmillan. 1027 pp. (bibl.) \$12.50.

MISCELLANEOUS

Gjerret, Knut. History of Iceland. N. Y.: Macmillan. 488 pp. \$4.00.
 Hodgkin, Henry T. China in the family of nations. N. Y.: Doran. 267 pp. (4 p. bibl.) \$2.00.
 Webster, Hutton. World History. Boston: D. C. Heath. 796 pp. \$2.12.

BIOGRAPHY

Chamberlin, Frederic C. The sayings of Queen Elizabeth. N. Y.: Dodd, Mead. 385 pp. \$4.00.
 Paradise, Frank I. Abraham Lincoln, democrat. Boston: Small, Maynard. 192 pp. \$1.50.
 San Severino, Barone Q. di, Editor. Mussolini as revealed in his political speeches. N. Y.: Dutton. 403 pp. \$3.50.

GOVERNMENT AND POLITICS

Beard, Charles A. The administration and politics of Tokyo. N. Y.: Macmillan. 194 pp. \$2.50.
 Gosnell, Harold F. Boss Platt and his New York machine. Chicago: University of Chicago Press. 394 pp. \$3.00.
 Holt, Lucius H. The elementary principles of modern government. N. Y.: Macmillan. 587 pp. \$3.50.
 Johnsen, Julia E., Compiler. Permanent court of international justice. N. Y.: H. W. Wilson. 117 pp. (11 p. bibl.) 90c.
 Keen, F. N. Toward international justice. N. Y.: Harcourt. 249 pp. \$2.50.
 Lapp, John A. Our America; the elements of civics. Indianapolis: Bobbs-Merrill. 408 pp. \$1.50.
 Short, Lloyd M. The development of national administrative organization in the United States. Balto.: Johns Hopkins Press. 532 pp. (8 p. bibl.) \$5.00.

Historical Articles in Current Periodicals

COMPILED BY LEO F. STOCK, PH. D.

GENERAL AND MISCELLANEOUS

- History and the Dissenter. Ebba Dahlin (*Texas Review*, October).
 Is there a Republican Form of Government? William W. Pierson, Jr. (*North Carolina Law Review*, December).
 History in Biography. Robert H. Mahoney (*Catholic Educational Review*, January).
 Recent World History and its Variety. E. F. Jacob (*History*, January).
 The Historical Method of Mr. Coulton. F. M. Powicke (*History*, January).
 Legend and History in the Aeneid. Charles Knapp (*Classical Journal*, January).
 Transportation by Water in Early Babylonia. Ira M. Price (*American Journal of Semitic Languages and Literatures*, January).
 Was the Hebrew Monarchy Limited? Edward Day (*American Journal of Semitic Languages and Literatures*, January).
 Why Did Christianity Survive the Persecutions? John A. Faulkner (*Biblical Review*, January).
 Juan de Zumárraga and the Pre-Columbian Records of Mexico. Joaquin Garcia Icazbalceta (*Inter-America*, February).
 Spain and the Basques. A. Mervyn Davies (*Fortnightly Review*, January).
 The Tercentenary of a Great Failure. Herbert H. Gowen (*Washington Historical Quarterly*, January).
 The closing of the English factory of Hirado to the East India Company.
 Adam Smith. C. R. Fay (*Dalhousie Review*, January).
 The Tragic Failures of Soviet Policies. Frank A. Golder (*Current History*, February).
 The Federal Constitution of Soviet Russia. Borris M. Komar (*Columbia Law Review*, January).

Rumania's Grip on Bessarabia. Alfred L. P. Dennis (*Current History*, February).

The Making of Modern Abyssinia. Daniel A. Sandford (*Current History*, February).

THE BRITISH EMPIRE

The Age of Stonehenge. E. Herbert Stone (*Nineteenth Century*, January).

The Battle of Maes Madog and the Welsh Campaign of 1294-5. J. G. Edwards (*English Historical Review*, January).

The Production and Exportation of English Woolens in the Fourteenth Century. H. L. Gray (*English Historical Review*, January).

A Side-Light on the Mystery of Mary Stuart: Pietro Bizari's Contemporary Account of the Murders of Riccio and Darnley. G. F. Barwick (*Scottish Historical Review*, January).

Peter Wentworth, I. J. E. Neale (*English Historical Review*, January).

Coke: Parliamentary Sovereignty or the Supremacy of the Law? R. A. MacKay (*Michigan Law Review*, January).

The Later Captivity and Release of James I. E. W. M. Balfour-Melville (*Scottish Historical Review*, January).

England and the Foundations of Political Zionism. Herbert Bentwich (*English Review*, January).

The Great Statute of Praemunire. W. T. Waugh (*History*, January).

The Lawthing and Early Officials of Orkney. J. Storer Clouston (*Scottish Historical Review*, January).

Princess Lieven and the Protocol of 4 April, 1826. Harold Temperley (*English Historical Review*, January).

The Royal Military College of Canada. Capt. C. G. Dodwell (*Army Quarterly*, January).

Education in Nova Scotia before 1811 (continued). Patrick W. Thibau (*Catholic Educational Review*, January).

The Moplah Rebellion, 1921-1922. Lieut.-Col. A. C. B. MacKinnon (*Army Quarterly*, January).

THE GREAT WAR AND ITS PROBLEMS

Notes on Foreign (non-British) War Books. (*Army Quarterly*, January).

Foch and Ludendorff as Military Strategists. Hermann J. von Kuhl (*Current History*, February).

Cavalry in the World War. Col. Kirby Walker (*Cavalry Journal*, January).

Recollections of the R. F. C. during the Great War, IV. Rothesay S. Wortley (*Army Quarterly*, January).

Battery "B" of the Twelfth Field Artillery during the Late War. Capt. George D. Wahl (*Field Artillery Journal*, January-February).

The Lowland Division. C. T. Atkinson (*Scottish Historical Review*, January).

The Other Side of the Hill, I. (*Army Quarterly*, January). The German defence during the Battle of the Somme, July, 1916, derived from German sources.

Incidents of the Great War, I. (*Army Quarterly*, January). The story of "D" Battery, 250th Brigade, R. F. A., in the Battle of the Aisne, 1918.

From Acre to Aleppo with Allenby. Capt. J. R. H. Cruikshank (*Cavalry Journal*, January).

The British Cavalry in Palestine and Syria. Lieut.-Col. Edward Davis (*Cavalry Journal*, January).

Hill Fighting in Morocco. Maj. Elbert E. Farman, Jr. (*Cavalry Journal*, January).

UNITED STATES AND DEPENDENCIES

Refounding Democracy. Edward O. Sisson (*Texas Review*, October).

The *New York Tribune* and the Hirschfeld Report on American Textbooks. (*Landmark*, February).

The Expedition of Panfilo de Narvaez (continued). Gonzalo Fernandez Oveido y Valdez (*Southwestern Historical Quarterly*, January). Edited by Herbert Davenport.

The Location of La Salle's Colony on the Gulf of Mexico. Herbert E. Bolton (*Southwestern Historical Quarterly*, January). Reprinted from *Mississippi Valley*

Historical Review, September, 1915.

St. Denis's Second Expedition to the Rio Grande, 1716-1719. Charmion C. Shelby (*Southwestern Historical Quarterly*, January).

What Our United States Owes to Virginia. Lyon G. Tyler (*Current History*, February).

Inheritance. Lieut.-Col. Clarence Lininger (*Cavalry Journal*, January). A review of cavalry episodes in the Revolutionary, Mexican, and Civil Wars.

The Men who Thought out the Revolution. J. S. Bassett (*D. A. R. Magazine*, January-February). I. Benjamin Franklin; II. James Otis.

The Proposed Expedition against Detroit, 1778. David I. Bushnell, Jr. (*Virginia Magazine of History*, January).

Washington's Election as First President of the United States. John C. Fitzpatrick (*D. A. R. Magazine*, February).

James Alfred Pearce (continued). Bernard C. Steiner (*Maryland Historical Review*, December).

When Jefferson's Home was Bequeathed to the United States. J. G. Randall (*South Atlantic Quarterly*, January).

American Colonial Architecture (continued). Joseph Jackson (*Building*, January-February). IX. In the South in the Eighteenth Century; X. New England after 1750.

The Centenary of Francis Parkman. Basil Williams (*History*, January).

The South Carolina Middle Country at the End of the Eighteenth Century. D. Huger Bacot (*South Atlantic Quarterly*, January).

America's Missionary Record in Turkey. Albert H. Lybber (*Current History*, February).

Indiana's Last October Campaign (1880). Paul T. Smith (*Indiana Magazine of History*, December).

The Legislation of the Fortieth General Assembly of Iowa. John E. Briggs and Jacob Van Er (*Iowa Journal of History and Politics*, October).

The Virgin Islands under American Rule. George W. Williams (*Current History*, February).

Syllabus of Current International Events

By

GRACE B. MACCOLL

Erasmus Hall High School, Brooklyn, N. Y.

This outline is designed for the use of students as well as teachers in Courses in Current Events and in Recent World History.

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Research Tests in United States History

PREPARED BY OLIVIA C. PENELL FOR THE BOSTON PUBLIC SCHOOLS.

The following history tests have been prepared by Miss Olivia C. Penell for the Department of Educational Investigation and Measurement of the School Committee of the City of Boston. They are here reprinted with the permission of Assistant Director A. W. Kallom, of the Department of Educational Investigation and Measurement. The tests are arranged for United States history classes of grades six, seven and eight, respectively. On the outside of each test paper there are blanks to be filled in with the pupil's name and age, the name of the school, the grade and room, the name of the room teacher and of the history teacher, and the pupil's score upon the tests.

GRADE VI. UNITED STATES HISTORY.

I. Period of Discovery and Exploration.

Score.....

In the following sentences you are given the achievements of famous men. Begin each sentence with the name of the man who accomplished the work.

Example: *Pizarro* conquered Peru.

1. discovered the Mississippi River in 1539.
2. gave England a claim to North America in 1497.
3. sailed around the world in 1519-1521.
4. explored the Mississippi River in 1682.
5. discovered America in 1492.
6. discovered the St. Lawrence River in 1535.
7. gave the Dutch a claim to North America in 1609.
8. discovered Florida in 1513.
9. discovered the Pacific Ocean in 1513.
10. conquered Mexico in 1519.

II. Period of Settlement.

Total Score.....

1. Underline the name which makes the sentence true. Score.....

Example: Jamestown was settled by the *French* English *Dutch*.

- a. Maryland was settled by the *Spanish* English *French*.
- b. St. Augustine was founded by the *French* Dutch *Spanish*.
- c. New York was established by the *Dutch* Spanish *Portuguese*.
- d. Quebec was built up by the *Italians* French *English*.
- e. Massachusetts was a settlement of the *English* French *Spanish*.

2. On the side of this page is a list of names. Write the names under the colonies with which they were connected. Score.....

	<u>Massachusetts</u>	<u>Virginia</u>	<u>Maryland</u>	<u>New York</u>
John Winthrop
Peter Stuyvesant
Leonard Calvert
Governor Bradford
John Smith
Lord Baltimore
Miles Standish
John Carver
Peter Minuit
Governor Dale

Score.....

3. Below you are given some of the causes why the English, French, and Spanish came to this country. Beside each cause write the name of the nation to which you think it best refers.

- a. To make homes.
- b. In search for riches.
- c. To Christianize the Indians.

Score.....

4. Below you will find two paragraphs, one describing the English colonists, and the other the French colonists. Write beside each paragraph the name of the colonists which you think it best describes.

- a. These colonists were chiefly missionaries and traders. They were very quick, energetic, and of loving disposition. They were adventurous and went out into the wilderness in search of great things for their country. They built trading posts along the great rivers. They were very friendly to the Indians and the Indians trusted and loved them.
- b. These colonists were farmers and homemakers. They settled along the coast and lived a quiet, steady life. They drove the Indians back into the forests in order that they might clear the lands and till the soil.

Score.....

5. In the following sentences you are given a choice of three words to complete the thought of the sentence. Underline the word which makes the statement true.

Example: In the East the largest body of Indians was the { Algonquins.
Iroquois.
Mobilians.

- a. The Indian race is { white.
red.
black.

- b. The Indians in Mexico built their houses of { skins.
bark.
clay.

- c. For money the Indians used { gold.
wampum.
silver.

- d. All the hard work was done by the { chief.
squaw.
papoose.

- e. The Indians received the best treatment from the { English.
Spanish.
French.

III. French and Indian Wars.

Score.....

Read the *entire* paragraph and then fill in the blanks with the correct information.

At the end of the French and Indian Wars two nations owned North America. These nations were.....and..... The nation which gave up all claim to this country was..... By the terms of the treaty.....obtained possession of all the country east of the Mississippi River with the exception of New Orleans. The Louisiana territory west of the Mississippi River had been transferred secretly to.....by.....

IV. Patriotic Dates.

Score.....

Below is a list of holidays and anniversaries. Write beside each one the date on which it is celebrated.

Example: Anniversary
Peace Day

Date
May 18

Anniversary

Date

Columbus Day

Christmas

Lincoln's Birthday

Washington's Birthday

Evacuation Day

Patriots' Day

Memorial Day

Flag Day

Bunker Hill Day

Independence Day

V. Late Events.

Score.....

Fill in the blanks with the correct information.

1. Who is the governor of Massachusetts?

2. Who is the mayor of Boston?

GRADE VII. UNITED STATES HISTORY.

I. Period of Discovery and Exploration.

Score.....

In the following sentences you are given the achievements of famous men.
Begin each sentence with the name of the man who accomplished the work.

Example: *Pizarro* conquered Peru.

1. discovered the Mississippi River in 1539.
2. gave England a claim to North America in 1497.
3. sailed around the world in 1519-1521.
4. explored the Mississippi River in 1682.
5. discovered America in 1492.
6. discovered the St. Lawrence River in 1535.
7. gave the Dutch a claim to North America in 1609.
8. discovered Florida in 1513.
9. discovered the Pacific Ocean in 1513.
10. conquered Mexico in 1519.

II. Period of Settlement.

. Total Score.....

1. Underline the name which makes the sentence true.

Score.....

Example: Jamestown was settled by the *French* English *Dutch*.

- a. Maryland was settled by the *Spanish* *English* *French*.
- b. St. Augustine was founded by the *French* *Dutch* *Spanish*.
- c. New York was established by the *Dutch* *Spanish* *Portuguese*.
- d. Quebec was built up by the *Italians* *French* *English*.
- e. Massachusetts was a settlement of the *English* *French* *Spanish*.
2. On the side of this page is a list of names. Write the names under the colonies with which they were connected.

Score.....

	<u>Massachusetts</u>	<u>Virginia</u>	<u>Maryland</u>	<u>New York</u>
John Winthrop
Peter Stuyvesant
Leonard Calvert
Governor Bradford
John Smith
Lord Baltimore
Miles Standish
John Carver
Peter Minuit
Governor Dale

III. Pre-Revolutionary and Revolutionary Period.

Score.....

The following statements refer to events, laws, men, and dates of the Pre-Revolutionary and Revolutionary Period. Write beside each statement the name to which it refers.

1. July 4, 1776.
2. Boston showed her disapproval of the tea tax.
3. The colonists were forbidden to trade with any other country except Great Britain.
4. The colonists were required to use stamps on important papers, pamphlets, and newspapers.
5. British soldiers fired into a crowd on King street in Boston in 1770.
6. Washington fortified Dorchester Heights and the British left Boston on March 17, 1776.
7. He defeated the British on the North Sea.
8. In this battle General Cornwallis surrendered to General Washington.
9. He obtained an agreement by which the French king pledged himself to help us.
10. The official end of the war.

IV. Inventors and Inventions.

Score.....

Underline the word which makes the sentence true.

Example: Orville Wright invented the { voting machine.
aeroplane.
 telescope.

1. Eli Whitney invented the { sewing machine.
 cotton gin.
 reaper.
2. Robert Fulton invented the { phonograph.
 locomotive.
 steamboat.
3. Alexander G. Bell invented the { telephone.
 screw-propeller.
 automobile.
4. Thomas Edison invented the { bicycle.
 typewriter.
 electric light.
5. Samuel F. B. Morse invented the { match.
 telegraph.
 printing press.

V. Biographies.

Score.....

Read the paragraphs and then write on the line beside each one the name of the person about whom it is written.

1. He was born in Boston, Massachusetts, in 1706. When he was ten years old he was taken from school in order that he might help his father in his soap and candle shop. Later he became a printer. He was very industrious and thrifty. During a storm he proved that lightning is the same thing as electricity. He helped to draw up the Declaration of Independence and the Constitution. As minister to France he served his country well.
.....
2. He was the son of a Virginia planter. When he was a youth he became a skilled surveyor. Later he fought in the French and Indian Wars. At Yorktown, he defeated the British. He was a president of the United States.
.....
3. He was a man of the people. Since his parents were poor, he was brought up in the hard school of adversity. He was a courageous army officer and shared all the hardships of his men in his campaigns. As a president he was fearless and by his bravery prevented the dissolution of the Union. His toast at a banquet in honor of Thomas Jefferson was, "The Federal Union, it must be preserved!"
.....
4. He was the son of a Virginia planter. Since he was well educated he was able to do much for public welfare. The Declaration of Independence was written by him. He served his country well and the people of the United States honored him by making him their president.
.....

VI. Patriotic Songs and Poems.

Score.....

Every great war has given rise to famous songs and poems which mark the honest feelings and opinions of the great mass of people. Write beside each selection the name of the war about which it was written.

1. "So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm,—
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!" War.....
2. "O say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars, through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there;
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?" War.....
3. "By the rude bridge that arched the flood,
Their flag to April's breeze unfurled,
Here once the embattled farmers stood,
And fired the shot heard 'round the world." War.....
4. "In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly,
Scarce heard amid the guns below." War.....
5. "Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are stored,
He hath loosed the fateful lightning of His terrible swift sword;
His truth is marching on." War.....

VII. General Questions.

Score.....

Read the question and then the answers. Put an x in front of the best answer.

Example:

What was the most important result of the French and Indian Wars?

- a. The colonists were trained in warfare.
- b. The colonists gained self-confidence.
- x c. France surrendered her possessions in America.

1. What was the most important result of the invention of the steamboat?

- a. It made navigation cheaper.
- b. It helped to develop the new West.
- c. It made navigation swifter.

2. Why did slavery exist in the colonies?

- a. The slaves were used as house-servants in the North.
- b. The slaves were used in the rice and tobacco fields in the South.
- c. England forced slaves upon the colonies even after some of them had passed laws against the importation of slaves.

3. What was the most important cause of the War of 1812?

- a. Our commerce was injured.
- b. England searched our ships and impressed our sailors.
- c. England conspired with the Indians in the North West.

4. What was the most important result of the War of 1812?

- a. Manufacturing was developed in the North.
- b. Our national debt was increased.
- c. It established the superiority of the American navy and thus secured us freedom of the seas.

5. What was the most important result of the Louisiana Purchase?

- a. The territory of the United States was increased and this opened a great field for western immigration.
- b. It gave rise to slavery conflicts.
- c. It prevented disputes with France.

VIII. Classification.

Score.....

In each line underline the name that does not belong there.

Example: Daniel Webster John C. Calhoun Henry Clay Philip Sheridan

1. Philip Schuyler Nathaniel Green John Eliot George Washington
2. Oliver H. Perry William Penn John Barry Thomas Macdonough
3. John Adams Martin Van Buren Andrew Jackson Miles Standish
4. Tecumseh Pontiac King Philip Joliet
5. Plymouth Alaska Jamestown Providence
6. Saratoga Yorktown Trenton Rochambeau
7. Burgoyne Howe James Madison Cornwallis
8. Oliver W. Holmes Nathaniel Hawthorne John G. Whittier Montcalm
9. Patrick Henry Nathaniel Bacon James Otis Samuel Adams
10. William Pitt Edmund Burke John Hancock Charles Townshend

IX. Patriotic Dates.

Score.....

Below is a list of holidays and anniversaries. Write beside each one the date on which it is celebrated.

Example: AnniversaryDate

Peace Day

May 18

AnniversaryDate

Columbus Day

Christmas

Lincoln's Birthday

Washington's Birthday

Evacuation Day

Patriots' Day

Memorial Day

Flag Day

Bunker Hill Day

Independence Day

X. Late Events.

Score.....

Fill in the blanks with the correct information.

1. What do the soldiers want Congress to grant them?
.....
2. Name the island about which the United States and Japan have made a treaty.
.....

GRADE VIII. UNITED STATES HISTORY

I. Period of Discovery and Exploration.

Score.....

In the following sentences you are given the achievements of famous men.

Begin each sentence with the name of the man who accomplished the work.

Example: *Pizarro* conquered Peru.

1. discovered the Mississippi River in 1539.
2. gave England a claim to North America in 1497.
3. sailed around the world in 1519-1521.
4. explored the Mississippi River in 1682.
5. discovered America in 1492.
6. discovered the St. Lawrence River in 1535.
7. gave the Dutch a claim to North America in 1609.
8. discovered Florida in 1513.
9. discovered the Pacific Ocean in 1513.
10. conquered Mexico in 1519.

II. Period of Settlement.

Total Score.....

1. Underline the name which makes the sentence true.

Score.....

Example: Jamestown was settled by the *French* English *Dutch*.

- a. Maryland was settled by the *Spanish* *English* *French*.
 - b. St. Augustine was founded by the *French* *Dutch* *Spanish*.
 - c. New York was established by the *Dutch* *Spanish* *Portuguese*.
 - d. Quebec was built up by the *Italians* *French* *English*.
 - e. Massachusetts was a settlement of the *English* *French* *Spanish*.
2. On the side of this page is a list of names. Write the names under the colonies with which they were connected.

Score.....

	<u>Massachusetts</u>	<u>Virginia</u>	<u>Maryland</u>	<u>New York</u>
John Winthrop
Peter Stuyvesant
Leonard Calvert
Governor Bradford
John Smith
Lord Baltimore
Miles Standish
John Carver
Peter Minuit
Governor Dale

III. Pre-Revolutionary and Revolutionary Period.

Score.....

The following statements refer to events, laws, men, and dates of the Pre-Revolutionary and Revolutionary Period. Write beside each statement the name to which it refers.

1. July 4, 1776.
2. Boston showed her disapproval of the tea tax.
3. The colonists were forbidden to trade with any other country except Great Britain.
4. The colonists were required to use stamps on important papers, pamphlets, and newspapers.
5. British soldiers fired into a crowd on King street in Boston in 1770.
6. Washington fortified Dorchester Heights and the British left Boston on March 17, 1776.
7. He defeated the British on the North Sea.
8. In this battle General Cornwallis surrendered to General Washington.
9. He obtained an agreement by which the French king pledged himself to help us.
10. The official end of the war.

IV. Inventors and Inventions.

Score.....

Underline the word which makes the sentence true.

Example: Orville Wright invented the { voting machine.
aeroplane.
telescope.

1. Eli Whitney invented the { sewing machine.
cotton gin.
reaper.
2. Robert Fulton invented the { phonograph.
locomotive.
steamboat.
3. Alexander G. Bell invented the { telephone.
screw-propeller.
automobile.
4. Thomas Edison invented the { bicycle.
typewriter.
electric light.
5. Samuel F. B. Morse invented the { match.
telegraph.
printing press.

V. General Questions.

Score.....

Read the question and then the answers. Put an x in front of the best answer.

Example: What has been the most effective method of the labor unions in opposing capital when they thought it conflicted with their interests?

- a. They used their influence to secure favorable legislation.
- b. They made use of the boycott.
- x c. They employed the strike.

1. What was the greatest problem in the Southern States after the Civil War?
 - a. To re-establish state governments.
 - b. To build up the places ruined by the war.
 - c. To provide for the negroes who had been given their freedom.
2. Why did the Northern States favor a protective tariff?
 - a. Most of the northern states were Republican and that party always advocated protective tariffs.
 - b. The tariff aided the development of their industries by protecting them against foreign competition.
 - c. They claimed that it aided the establishment of certain industries which otherwise might not have come into existence.
3. What is the greatest danger of unrestricted immigration?
 - a. Cheapening of labor.
 - b. Introduction of idle and disturbing elements.
 - c. Perversion of ideals of American citizenship.
4. What was the most important act of the Government in disposing of the land in the West?
 - a. Grants made to corporations for internal improvements, as roads, canals, and railways.
 - b. Grants to states for educational purposes.
 - c. Grants to individuals for service or homes.
5. What was the most important cause for the multiplication of American inventions?
 - a. The high rate of wages stimulated manufacturers to seek labor-saving processes.
 - b. The patent system of the United States.
 - c. The superior intelligence of the American laboring class developed by a system of popular education.

VI. Important Events and Famous Men.

Score.....

Fill in the blanks as indicated.

Example: Important Event

Rhode Island was settled by

Man

Roger Williams

Important EventMan

1. The Declaration of Independence was written by
2. The president of the Confederate States was
3. The American armies in the World War were
under the command of
4. The Missouri Compromise was brought about by
5. The slaves were freed by
6. The British were defeated on Lake Erie by
7. The hero of the battle of New Orleans was
8. The great advocate of "State Rights" was
9. Europe was warned to keep hands off the West-
ern Continent by
10. The Venezuela dispute in 1895 was settled by
arbitration through the efforts of

VII. Extracts from Famous Documents.

Score.....

Below are extracts from famous documents of United States History. Be-
side each extract write the name of the document from which it is taken.

ExtractDocument

1. "When, in the course of human events,
it becomes necessary for one people
to dissolve the political bands which
have connected them with another,
and to assume, among the powers of
the earth, the separate and equal
station to which the laws of nature
and of nature's God entitle them, a
decent respect to the opinions of
mankind requires that they should
declare the causes which impelled
them to the separation."
2. "We, the People of the United States,
in order to form a more perfect
union, establish justice, insure domes-
tic tranquility, provide for the com-
mon defense, promote the general
welfare, and secure the blessings of
liberty to ourselves and our posterity,
do ordain and establish"
3. "We owe it, therefore, to candor and
to amicable relations existing be-
tween the United States and those
Powers to declare that we should
consider any attempt on their part
to extend their system to any portion
of this hemisphere as dangerous to
our peace and safety."

VIII. Historical Terms.

Score.....

On the left of this paper you will find a list of terms used in American history; on the right is a list of names, events, and dates that refer to these terms. Select the items from the list on the right and write them beside the ones on the left to which they refer.

- | | | |
|----------------------------|-------|------------------|
| 1. Impeachment | ..... | Philadelphia |
| 2. Spy | ..... | China |
| 3. Panic | ..... | Old Ironsides |
| 4. Territorial acquisition | ..... | Major André |
| 5. Mint | ..... | War of 1812 |
| 6. "Open Door" | ..... | Dingley |
| 7. Impressment of seamen | ..... | Stamp Act |
| 8. Tariff | ..... | Gadsden Purchase |
| 9. Frigate | ..... | 1873 |
| 10. Taxation | ..... | Andrew Johnson |

IX. Classification.

Score.....

In each line underline the name that does not belong there.

Example: Antietam Bull Run Gettysburg Sheridan

1. John Adams James K. Polk Chester A. Arthur Steven A. Douglas
2. Tariff Internal Revenue Spoils System Income Tax
3. U. S. Grant Roger Williams Robert E. Lee William T. Sherman
4. Mohawks Mohegans Spanish Seminoles
5. Cyrus McCormick Thomas Edison Orville Wright James Otis
6. Ku Klux Klan Federalist Republican Democrat
7. Strike Boycott Collective Bargaining Whigs
8. Articles of Confederation Constitution Erie Mayflower Compact
9. John Barry David Farragut George Dewey Grover Cleveland
10. Sales Tax Monopolies Trusts Corporations

X. Presidential Administrations.

Score.....

Name the presidents in whose administrations the following events occurred.

- | | | |
|----|--|----------------|
| 1. | { Organization of new government
Invention of the cotton gin
Establishment of a United States bank
and a mint | President..... |
| 2. | { Purchase of Louisiana
The Embargo Act
Invention of the steamboat | President..... |
| 3. | { Purchase of Florida
Missouri Compromise
Extension of the National Road | President..... |
| 4. | { Civil War
Emancipation Proclamation
Gettysburg Address | President..... |
| 5. | { Prohibition
Women Suffrage
World War | President..... |

XI. Political Parties.

Score.....

Underline the words which make the sentence true.

- Example: The Federalist party advocated { state rights.
strong federal government.
free trade.
- | | |
|--|--|
| 1. The Democratic-Republican party advocated | { protective tariff.
a United States bank.
state rights. |
| 2. The leader of the Federalist party was | { Alexander Hamilton.
James Monroe.
James Madison. |
| 3. The National Republican party advocated | { public improvement at
state's expense.
protective tariff.
free trade. |
| 4. The leader of the Democratic-Republican party was | { John Adams.
George Washington.
Thomas Jefferson. |
| 5. The political party now in power is the | { Democratic party.
Farmer Labor party.
Republican party. |

XII. Territorial Growth of the United States.

Score.....

Below is a list of territorial acquisitions. Indicate the order in which they were acquired by placing a figure one (1) before the territory which was acquired first, a figure two (2) before the territory which was acquired second, and so on through the list.

Florida
Philippines
Oregon
Louisiana Purchase
Virgin Islands
Mexican Cessions
Alaska
Texas

XIII. Patriotic Dates.

Score.....

Below is a list of holidays and anniversaries. Write beside each one the date on which it is celebrated.

Example: Anniversary
Peace Day

Date
May 18

<u>Anniversary</u>	<u>Date</u>
Columbus Day
Christmas
Lincoln's Birthday
Washington's Birthday
Evacuation Day
Patriots' Day
Memorial Day
Flag Day
Bunker Hill Day
Independence Day

XIV. Late Events.

Score.....

Fill in the blanks with the correct information.

1. Name the nations which drafted the Four-Power Treaty.

.....

2. Name the alliance which was terminated by the acceptance of the Four-Power Treaty.

.....

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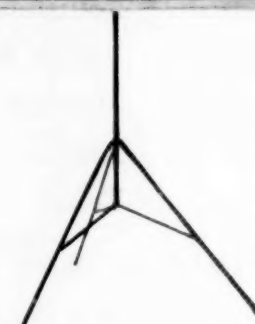
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- H 15. Napoleon
- H 16. Europe, 1815
- H 17. British Isles
- H 18. Industrial England
- H 19. Modern Italy
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- A 10. Westward Movement, 1763-1829
- A 11. Louisiana Purchase, 1803-1819
- A 12. Territorial Acquisitions, 1776-1866
- A 13. Land and Water Routes, 1829-1860
- A 14. Mexican War and Compromise of 1850
- A 15. Secession, 1860-1861
- A 16. Civil War, 1861-1865
- A 17. Abolition and Reconstruction
- A 18. Western Statehood and Land Grants
- A 19. Lines of Transportation
- A 20. Resources and Conservation
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